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ABSTRACT

This guide provides all necessary information for administering the educational planning course developed by the Appalachian Educational Laboratory's Lifelong Learning Program for adults who are prospective college students. The course is designed as a prematriculation experience delivered either as an independent course or through continuing education to assist adults in building self-confidence, exploring their ability to do well in an educational setting, and organizing their thinking and ideas related to educational and career plannng. The course is designed for use with small groups. Three modules take students through a graduated process that covers all necessary steps for effective educational and career planning and decision making. Topics are: (1) establishing an occupational preference; (2) developing a career plan; and (3) preparing for job hunting. Materials included for each module are an introduction that discusses the objective, purpose, and content of the module; activities to be performed by the student; an overview of the general steps to be followed by the instructor; facilities, equipment, and materials needed; ideas for conducting the learning activities in the module; postinstructional evaluation of students; and guidelines for students' future planning. Student handbooks for each module are appended. Each contains materials for the activities to be completed in the module. (YLB)

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Educational Planning Course

Interventions Based Upon the Study of Adult Educational Development:
Adults Making the Commitment to Return to School

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Appalachia Educational Laboratory

May 1985
Lifelong Learning Program

EDUCATIONAL PLANNING COURSE

Educational Development Task #1:
Adults Making the Commitment to Return to School

May 1985

Walter W. Adams, Project Director

Lifelong Learning Program
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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
INSTRUCTOR'S GUIDE	1
INTRODUCTION	1
Interventions for Changing Critical Factors	4
Educational Planning Course	6
DESCRIPTION OF COURSE	7
Student Handbook for Module A: Establishing an Occupational Preference	9
Student Handbook for Module B: Developing a Career Plan	10
Student Handbook for Module C: Preparing for Job Hunting	11
Requirements for Instructors and Program Directors	11
MODULE A: ESTABLISHING AN OCCUPATIONAL PREFERENCE	15
Introduction	15
Activities to be Performed by the Student	16
Overview of General Steps to be Followed by the Instructor	16
Facilities, Equipment, and Materials Needed	17
Conducting the Learning Activities in Module A	18
Introduction	19
Activity A - Interests in Career Areas	19
Activity B - Interests in Worker Trait Groups	21
Activity C - Work Activities	22
Activity D - Work Situations	23

TABLE OF CONTENTS (continued)

	Page
Activity E - Aptitudes	24
Activity F - Areas of Knowledge and Competency	27
Activity G - Working Conditions and Physical Demands	29
Activity H - Preparing Your Personal Profile	29
Activity I - Exploring Occupations	30
Activity J - Identifying an Occupational Preference	32
Postinstructional Evaluation of Students	33
Guidelines for Student's Future Planning	33
MODULE B: DEVELOPING A CAREER PLAN	35
Introduction	35
Activities to be Performed by the Student	35
Overview of General Steps to be Followed by the Instructor	36
Facilities, Equipment, and Materials Needed	37
Conducting the Learning Activities in Module B	37
Activity A - Competencies and Credentials	38
Activity B - Preparation Requirements	39
Activity C - Work Values	40
Activity D - Making a Career Plan	41
Activity E - Deciding	42
Activity F - Taking the Next Step	42
Postinstructional Evaluation of Students	43
Guidelines for Student's Future Planning	43
MODULE C: PREPARING FOR JOB HUNTING	45
Introduction	45
Activities to be Performed by the Student	46

TABLE OF CONTENTS (Continued)

	Page
Overview of General Steps to be Followed by the Instructor	46
Facilities, Equipment, and Materials Needed	47
Conducting the Learning Activities in Module C	48
Introduction	48
Activity A - Job Search Skills	48
Activity B - Preparing a Resume	49
Activity C - Making Employer Contacts	50
Activity D - Assessing Job Holding Skills	51
Activity E - Planning for Job Hunting	51
Postinstructional Evaluation of Students	51
Guidelines for Student's Future Planning	52

APPENDICES

A: Student Handbook for Module A

B: Student Handbook for Module B

C: Student Handbook for Module C

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Walter W. Adams

Walter W. Adams, Project Director
Lifelong Learning Program

INSTRUCTOR'S GUIDE

INTRODUCTION

In early 1980, the National Institute of Education directed the Appalachia Educational Laboratory (AEL) to conduct a Needs Assessment in the seven states served by the Laboratory. The purpose of this assessment was to have the people of the region identify what they felt were the most important educational problems facing them today so future R & D work could be directed to meet those needs.

As a result of this Needs Assessment process, AEL conducted research and development on lifelong learning.

The Lifelong Learning Program (LLP) research was concerned with identifying those factors that facilitate and those that impede adults in entering into and successfully completing postsecondary education programs. It was also concerned with helping postsecondary institutions to make more effective use of resources and create more effective conditions for successful adult learning through development and validation of interventions designed to enhance the facilitating and moderate the effect of the impeding factors.

Five educational development tasks form the research framework. These tasks are: (1) making a commitment to return to school, (2) managing learning, (3) developing occupational competency, (4) planning for employment, and (5) becoming employed. Each task is sequential and involves the following R & D stages: context analysis, problem investigation and specification, intervention design, pilot test and revision, field test and product finalization, and first level of dissemination in consortium

institutions, with dissemination to other institutions in the AEL Region and nationally as resources permit.

The potential impact of the LLP will give adults more control over the planning and management of their learning, help institutional staff understand the learning process from an adult motivational point of view, and provide intervention products and processes as a direct means to implement changes.

During the first phase of the LLP a research plan was developed, public postsecondary institutions in the AEL Region providing vocational and technical training for adults were identified, reviewed, and surveyed with respect to the research problem. Seven schools were visited, two of which were selected as research sites. An in-depth study of each of the two research sites was made to develop background information and understanding of each of the institutions in which subsequent R & D activities were to be conducted.

LLP research sites were: Ashland Community College, Ashland, Kentucky; and Southwest Virginia Community College, Richlands, Virginia. Five additional sites were invited to form a consortium that served in a review and advisory capacity and provided the first level of dissemination. These sites were: Hocking Technical College, Nelsonville, Ohio; Parkersburg Community College, Parkersburg, West Virginia; Southern West Virginia Community College, Logan, West Virginia; Washington Technical College, Marietta, Ohio; and Wytheville Community College, Wytheville, Virginia.

Task #1 involved the study of adults as they formulate the commitment to return to school. This task begins with the initial consideration of

returning to school, continues throughout the admissions process, and concludes with being accepted and starting classes.

The basic question that guided the research and development for task #1 was:

> What factors facilitate and what factors impede adults in making a commitment to return to school?

The research focused on adults who completed, and those who did not complete, the admissions process at each of these research sites. The sample studied was selected from the total population of adults that met the following criteria: (1) 20 years of age or older, (2) interrupted educational experience, (3) no prior postsecondary, and (4) enrolled in at least two courses for five or more credit hours. The problem identification stage of R & D, focusing on the admissions process, was conducted at each research site to identify important areas to be included in the research. Also, instrument development and interviewer training for task #1 research was accomplished during this phase.

Research on identifying critical factors affecting adults in making the commitment to return to school was completed during the 1982-83 school year and is reported in the Lifelong Learning Program Technical Report #1. This research involved a study of adults at the Ashland and Southwest Virginia Community Colleges.

Research findings identified 93 impeding factors and 101 facilitating factors that were grouped into six categories as shown in Table 1 on page 4.

Table 1

Relationship of Categories of Facilitating and Impeding Factors Affecting Adults Making a Commitment to Return to School

Facilitating Factor Categories	Impeding Factor Categories
Employment related motivators	
Financial assistance and improvement	Financial difficulties
Institutional information, services, and offerings	Lack of information and services
Institutional characteristics	Confusion/unfamiliarity with institutional processes
Personal motivators Encouragement from others	Apprehensions about self Handling multiple responsibilities Time management concerns

Interventions for Changing Critical Factors

The basic question that guided the research and development of interventions for Educational Development Task #1 was:

> What intervention(s) can be developed and used to enhance those factors that facilitate and to moderate the influence of those factors that impede adults in making a commitment to return to school?

This research question addresses the process of identifying, developing, and validating interventions to enhance the effect of the facilitating factors and moderate the effect of the impeding factors on adults in formulating a commitment to return to school. This question was considered at the Intervention Planning Meeting (IPM) held in July 1983 with key representatives of the research sites, the program consultant, and AEL project staff. The purpose of this meeting was to review the research findings and to identify the most promising ways of assisting adults in

successfully completing task #1. As a result of this meeting, numerous recommendations for interventions were made and special follow-up meetings were scheduled at each research site. At these meetings: (1) the critical factors were reviewed in order to base the final recommendations for interventions on the findings for task #1, (2) each recommendation made at the IPM was discussed and evaluated, and (3) the recommendations that were most appropriate for each school were identified. The site meetings involved two rounds of discussion. This was to allow LLP staff an opportunity to "broker" the refinement of recommendations between both institutions to arrive at as many interventions as possible that could and would be used by both schools. The list of areas for the preparation of intervention resource materials agreed upon is as follows.

The Admissions Process: Administrative Handbook

Admissions Management Information Tracking System
Validation of Placement Tests
Toll-Free Telephone Access Number
Information Booth
Reading Level Analysis of Admissions Documents
Educational Planning Resource Center

The Admissions Process: Staff Development Handbook

Staff Training Packages:
Research Findings
Academic Advising and Counseling Staff
Adult Commitment
Educational Planning Resource Center
Admissions Office and Support Staff

The Admissions Process: Audiovisual Information Development Guide

Application Process
Academic Advising Process
Registration Process

Educational Planning Course

Instructor's Guide and Student Handbooks

Educational Planning Course

The Educational Planning Course has been designed as a pre-matriculation experience delivered either as an independent course or through continuing education to assist adults in building self-confidence, exploring their ability to do well in an educational setting, and organizing their thinking and ideas related to educational and career planning. The target group for the course is adults who are prospective college students and, in particular, those who are considering returning to school for additional career preparation. The course is designed to lead adults through specific activities designed to help them identify and combine self-knowledge involving their interests, values, preferences, and aptitudes with knowledge about educational and vocational training opportunities related to their goals for work and career.

The product design, pilot testing, and initial revision of the course were completed and field tested in preparation for final revision. Validation involved use of a post test evaluation design using qualitative methodology to assess the effects of the course in producing positive changes in the critical factors. The pilot test was accomplished through the SVCC Continuing Education program during the spring of the 1983-84 school year and field tested through the ACC Continuing Education program during the 1984-85 spring semester. A validation report may be found in the LLP Final Report.

DESCRIPTION OF COURSE

All necessary information for administering the Educational Planning Course is given in this guide and includes suggestions for preparation, delivery, facilities, equipment, and materials needed for the course. These materials also include occupational information resources, student modules, and a series of filmstrips and cassette tapes. Therefore, special training for teaching the course is not necessary.

Complete listings of the career and occupational information materials needed as resources for the course are also provided in this guide. They may be used in conjunction with the career resources available at the site the course is to be taught which may be at a postsecondary institution, high school, public library, or a community center. A staff training package on the Educational Planning Resource Center* is also available as part of the series of interventions for task #1 for personnel who will teach the course. This training package should be used to assist the instructor in becoming familiar with the type of resource center recommended for use with the Educational Planning Course.

The course is designed to make use of filmstrips and published materials previously developed by AEL for use in career planning programs at the high school and college levels.** The course can, however, be adapted

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*See The Admissions Process: Staff Development Handbook for the Staff Training Package "Educational Planning Resource Center," Appalachia Educational Laboratory, Charleston, West Virginia, 1985.

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for use independent of these materials provided (1) adequate career and training information is available, and (2) additional time is scheduled to compensate for loss of the learning experiences provided by the filmstrips and publications.

The course is designed for use with small groups, preferably 8-12 students, with a suggested maximum of 15. Although the course can be utilized on an individual basis, this is not recommended due to the professional time involved and the importance of small group discussion.

The course is organized into three modules. Two provide small group instruction and one involves individual counseling and monitoring of student activities. The modules take students through a graduated process that covers all necessary steps for effective educational and career planning and decision-making. The following career development tasks constitute the basis for the modules. The titles of each task, together with time and method of delivery, are as follows.

Major Career Development Task	Delivery Method	Time Estimate (Rough)
A. Establishing an Occupational Preference	Curriculum Unit	14-15 hours
B. Developing a Career Plan	Curriculum Unit	4-5 hours
C. Preparing for Job Hunting	Curriculum Unit	Self study

The three student modules make up the handbooks used in the course. Photoready copy for reproducing the handbooks is provided in this manual as Appendices A, B, and C.

Student Handbook for Module A
Establishing an Occupational Preference

The first module takes students through a series of activities that provide self-assessment of interests, aptitudes, temperaments, and competencies in relation to occupational knowledge and Worker Trait Groups (traits and qualifications related to groups and specific occupations). The major purpose of this module is to help students establish an occupational preference that will serve as the basis for more detailed planning and action and will increase their chances of reaching long-range career goals. Activities help students assess themselves in categories related to work based on research completed by the Department of Labor. This involves students developing proficiency in using concepts and language related to work in our culture involving the following categories.

1. Interests in Career Areas and Worker Trait Groups.
2. Preferences for work activities and work situations or conditions.
3. Personal aptitude levels.
4. Aptitudes related to specific occupations and job requirements.
5. Personal knowledge and competencies related to Worker Trait Groups.

As a result of this module, students should have a much better understanding of themselves in relation to the world of work.

Student Handbook for Module B
Developing a Career Plan

The second module helps students prepare a career plan that can help them move forward in reaching their occupational goals. Steps in this module include:

1. Reviewing and listing personal competencies and credentials in terms of job searching.
2. Correlating personal competencies and credentials with the Worker Trait Group Guide, the Dictionary of Occupational Titles, and resources such as the Occupational Outlook Handbook.
3. Learning about general education, training, and experience resources.
4. Identifying training programs for personal consideration.
5. Identifying GED requirements for occupational preferences.
6. Examining personal work values.
7. Making tentative career plans.
8. Evaluating personal career plans in making final decisions.
9. Determining further information needed.
10. Taking specific skills that will lead to occupational goals (i.e., further education or training or preparation for job-hunting if already qualified for the chosen occupations).

Developing a career plan plays a very important function in helping prospective adults learn how to organize and structure alternative courses of action and to make decisions on which alternatives are most appropriate for them in light of their unique goals, resources and time they have available, and their immediate and long-range goals.

Student Handbook for Module C
Preparing for Job Hunting

The third module helps students organize themselves to become employed and develops essential skills necessary for identifying potential employers, negotiating a work agreement, and becoming employed. Specific skills include:

1. Locating and using job search resources.
2. Preparing resumes.
3. Making employer contacts.
4. Writing sample letters of application.
5. Conducting employment interview.
6. Assessing personal job-holding skills.
7. Planning for job hunting.

By the end of the course, students have evaluated themselves and made specific plans for either direct employment, further training, or education; and have developed a personal and structurally relevant plan and job-hunting skills essential for identifying and securing direct employment.

Requirements for Instructors and Program Directors

Continuing education directors or supervisors responsible for the delivery of the Educational Planning Course need to be familiar with the AEL LLP research findings and Admissions Model* to understand the purpose

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*See The Admissions Process: Staff Development Handbook for the Staff Training Package "Research Findings," Appalachia Educational Laboratory, Charleston, West Virginia, 1985.

of promoting adult learning as part of the process they go through in successfully returning to school. The course addresses the learning requirements associated with the first three steps of the admissions process and fosters the development and/or clarification of knowledge and value necessary for adults to become committed to options for education or in their search for employment.

Instructors of the course may be drawn from college student services staff or career oriented faculty advisors, area high school counselors, or others with experience in career or vocational development and who have worked with adult learners. Since course materials are self-explanatory, no specific training is needed to administer the course. Several steps, however, are imperative for instructors as necessary preparation for teaching the course.

1. Read this guide and become familiar with the procedures, materials, and activities presented. Check to see that the materials for each module listed on pages 18, 37, and 47 are available prior to starting the course.

2. Review and become familiar with all occupational resource materials such as the Dictionary of Occupational Titles, the Guide for Occupational Exploration, and occupational or career resources available at the course site.

3. Review all filmstrips and training materials listed in this guide.

4. Study and work through all three student modules and the instructions for delivery; and work and complete all of the activities.

5. Read the Staff Training Package "Educational Planning Resource Center" which explains how to use the career and occupational materials in the resource center.

Completing the above should be a condition for being accepted as an instructor for the course. At least one complete teaching of the course is usually necessary before an instructor becomes fully competent in directing course activities to obtain desired outcomes. It is important, therefore, that the program director encourage instructors to: (1) use this guide in preparing for each class session; and (2) teach the course the way it is written until the objectives and processes are understood well enough to allow flexibility in adapting the content and process for special needs or integrating additional content into the course.

It should be remembered that the Educational Planning Course is a means of providing adults with an opportunity to develop confidence in their ability to learn and to clarify personal career goals and their possible relationship to returning to school. The course should, therefore, be viewed as an intervention to facilitate these objectives and not as a recruiting device.

MODULE A: ESTABLISHING AN OCCUPATIONAL PREFERENCE

Introduction

The objective of this module is for the student to establish an occupational preference and to understand and be able to describe the reasons why this preference is appropriate, based on self-understanding and on information about the occupation in question.

The module is designed to help students learn to identify and describe personal preferences for work activities, work situations, and work-related school subjects; and to learn to recognize the relationship of their aptitude strengths and weaknesses to the aptitudes and levels of aptitude characteristic of successful workers in Worker Trait Groups. A profile form will be used by the student as the basis for organizing personal information and for exploring occupations, using the Worker Trait Group Guide (WTG Guide), the Career Information System (CIS), and local labor market information. The purpose of such exploration is to establish an occupational preference that takes into account self-knowledge, knowledge about work, and information about opportunities for education, training, and employment.

The content of Module A is designed to help students organize and summarize information about themselves. In accomplishing this, they will learn to use terminology and concepts related to occupations. The Career Information System can then be used by students to provide a bridge between such self-understanding and the world of work.

This module is designed for the individual who is uncertain about what he or she wants to do; or who has a number of occupations in mind and cannot decide; or who knows very little about an occupation being considered. This

guide has been carefully coordinated with the student's handbook and will help the instructor work with students who are using the module.

Activities to be Performed by the Student

Activities in each of the following categories will be covered to help students establish their occupational preferences.

A. Interests in Career Areas.

B. Interests in Worker Trait Groups.

C. Preferences for Work Activities.

D. Preferences for Work Situations.

E. Aptitudes.

F. Areas of Knowledge and Competency.

G. Working Conditions and Physical Demands.

H. Preparing a Personal Profile.

I. Exploring Occupations.

J. Identifying an Occupational Preference.

Establishing an occupational preference is a career development task essential to career planning and decision-making. This task involves developing self-knowledge and being able to relate that knowledge to information about occupations and requirements for employment.

Overview of General Steps to be Followed by the Instructor

The student materials in this module have been designed for group instruction. They can, however, be used on an individual basis with close monitoring by the instructor. Ideally, even with a group, individuals will complete materials a different rates and can, if conditions permit, assist

one another. The following suggestions may help in planning the delivery of the module.

1. Read the Module A activity materials that are used by the students. Read this guide and then complete student materials as they relate to your own interests, characteristics, and occupational preferences.

2. Obtain the materials and arrange for the facilities and equipment needed.

3. Establish the schedule for the program. It will involve a class size no larger than 15 participants and take approximately 15 hours of instruction organized in, for example, six two-hour blocks of time or four three-hour blocks.

4. Conduct activities in Module A.

5. After completion of Module A, assist each student in evaluating his or her current status and planning next steps which may include participation in one of the additional modules. This may involve referral of the student to another staff member for further scheduling.

The instructor should have a good understanding of the concepts and procedures for Module A before starting. He or she needs to be familiar with work activities, work situations, aptitudes, working conditions, physical demands, preparation and training, and Worker Trait Groups. The instructor must also be familiar with the materials included in the Career Information System and any resources that will be used with the students.

Facilities, Equipment, and Materials Needed

A. Facilities

1. A room approximately 30 ft. x 30 ft. or larger.

2. Tables and chairs for 15 participants and instructor.

B. Equipment

1. Filmstrip projector with cassette audio tape recorder.

2. Screen.

3. Chalkboard or large conference pad.

C. Materials

1. Copies of Module A, Establishing an Occupational Preference (one copy for each participant and instructor).

2. Copies of the Worker Trait Group Guide (WTG Guide) (one copy for instructor and one for each participant).

3. Five copies of the Dictionary of Occupational Titles (DOT), Fourth Edition.

4. One copy of the Guide for Occupational Exploration (GOE).

5. One copy of the Career Information System Guide (CIS Guide) (five copies if AEL Career Information System is used).

6. One copy of the Worker Trait Group Index to Occupational Information (WTG Index).

7. Five copies of the Occupational Outlook Handbook (OOH).

8. A supply of Occupational Information Summary Sheets (50-100) for use by the students.

9. The following filmstrip and cassette tape sets:

   - Career Areas in the World of Work (Activity A).
   - Work Activities (Activity C).
   - Work Situations (Activity D).
   - What are Aptitudes (Activity E).
   - Learning About Your Aptitudes (Activity E).
   - Credentials and Competencies, Get Ready, Get Set, Go (Activity F).
   - Working Conditions and Physical Demands (Activity G).

Conducting the Learning Activities in Module A

The following ideas are for the purpose of helping the instructor carry out each of the ten activities included in Establishing an Occupational Preference. The instructor should consider any special needs or situations that affect his or her group and make appropriate adjustments.

Introduction

The instructor should introduce the general purpose of Module A, including an overview of the activities and time schedule. The participants should be asked to introduce themselves to help them become better acquainted and to "break the ice." The instructor can also introduce himself or herself by being interviewed by the group.

The group should be given time to read the introduction section in their handbooks. Time could be used to discuss the kinds of "career choice traps" that individuals in the group have experienced in their own lives. Time can also be given for questions and discussion related to the overall program. If members of the group have difficulty reading, the instructor may need to read portions of the handbook as part of the instructional process.

Activity A - Interests in Career Areas

Show the filmstrip, "Career Areas in the World of Work." The filmstrip should help students (a) examine their interests and relate them to occupations and to career planning activities, and (b) recognize that interests often change as people change and mature.

After the filmstrip presentation, use some of the following questions and comments to guide the discussion.

1. What are some of the interests of the people in the filmstrip? How could these interests relate to an occupation?

   COMMENT: Some of the interests included dancing, training a dog, working with flowers, fishing, working on an airplane, cooking, selling things, playing professional ball, and riding horses. Ask the students to relate these interests to occupations.

2. What occupations are women entering today that used to be held mostly by men?

COMMENT: Discussion should bring out such occupations as doctor, engineer, construction worker, miner, truck driver, etc.

3. What occupations are men entering today that used to be held mostly by women?

   COMMENT: Discussion should bring out such occupations as nurse, secretary, elementary teacher, telephone operator, flight attendant, etc.

4. Are men and women entering occupations that used to be held by the opposite sex because their interests have changed? Why or why not?

   COMMENT: Discuss changes in society that influence changes in individuals.

5. Have students think about the interests they are identifying as they answer these questions:

   - After the day is over, what do you like to do?
   - Do you prefer to do things indoors or outdoors? Or both? What type of activities do you enjoy or find interesting?
   - If you enjoy reading, what kinds of books or magazines do you read?
   - If you were free to do whatever you wanted to for one hour, what would you do?
   - What would be your ideal weekend?
   - What movies do you like to watch? Television shows?
   - Would you rather watch, take part in, or plan and direct sports, music, or other activities?

6. What are some of the ways to help determine your interests in various kinds of work?

   - Reading books and materials about specific areas of work.
   - Reacting to movies and television shows.
   - Recalling firsthand experiences.
   - Observing others while they are working.
   - Listening to others describe their work experiences.

7. Why should you consider your interests when you plan your career? How can you use your interests when making your plans?

   COMMENT: People tend to find the most satisfaction in work that relates closely to their interests.

8. Are your interests the same as they were five years ago? Why should you consider your present interests as you think about possible occupations?

COMMENT: The activities you were interested in five years ago may not interest you today. As you consider occupations that are likely to be satisfying, you should use current information about occupations and about your interests.

9. What people or events have influenced your interests? How?

COMMENT: Have the students identify as many different people or events as possible--parents, friends, vacations, etc. Ask them how they were influenced.

10. What occupations are related to your interests?

COMMENT: Ask the students to identify at least two occupations related to each interest area. To avoid repetition, you may want to list the students' interest areas on the chalkboard and the corresponding occupations as they identify them.

After the discussion of the filmstrip, have students complete the checklist, Interests in Career Areas, located in their handbooks. The results can be shared and discussed in order to help them further clarify their thoughts. Encourage them to add ideas or their own lists as a result of the discussion.

Activity B - Interests in Worker Trait Groups

Have students look at the Worker Trait Group Chart located in their handbooks to understand the relationship of the 12 Career Areas they examined in Activity A to the 66 Worker Trait Groups. Read the directions carefully to make sure they understand the process. There is no set number of groups that should be checked or questions marked. However, too few (2 or 3) might be limiting and too many (20 or 30) might be too complex. Be prepared to explain or give written descriptions of each Worker Trait Group. Have available copies of the Worker Trait Group Guide.

Activity C - Work Activities

Give a brief introduction to the idea of work activities and how they can affect our liking or disliking a job. Show the filmstrip, "Work Activities."

The filmstrip should help students to (a) develop an understanding of the ten types of activities related to the work people do, (b) become aware of the influence that workers' preferences for certain types of activities have on job performance and satisfaction, and (c) become aware of their own likes and dislikes and the way they can use their preferences to explore occupations.

After the filmstrip presentation, use the following questions to guide the discussion. The purpose of this discussion is to help students understand the ten work activity factors. Their responses to the following questions will be subjective since they deal with the students' experiences with each of the ten types of work activities. There are no teacher cues or suggestions following each question. The instructor may want to write the ten factors on the chalkboard using the wording on the checklist and then use the list as a framework for the discussion. It is important to correct any misconceptions regarding the ten factors while at the same time respecting the opinions and feelings expressed by the members of the class. The following questions might be used for each work activity.

1. What personal experiences, in work or leisure, have you had with this type of work activity?
2. Do you like this type of activity?
3. What occupations would require this work activity?

Have the students use the Work Activities Checklist located in their handbooks. Review the directions and ask them to rate each of the ten activities. After the activities are rated, have them rank order their preferences from first to last choice.

Have them locate their Worker Trait Group Charts and complete the remaining directions for Activity C. The students may need some help in understanding how to record their ratings and rankings in column 2 of the Worker Trait Group Chart. Explain that they are beginning to explore occupations by examining the Worker Trait Groups in which they might be interested.

Activity D - Work Situations

The process of completing Activity D is similar to that of Activity C. After learning the procedures in Activity C, the students will be more aware of how to complete the Work Situations Checklist located in their handbooks. The instructor should follow the same procedure used in the previous activity.

The filmstrip, "Work Situations," should be used. The filmstrip can help students to (a) develop an understanding of the ten types of situations which put demands upon workers, (b) become aware of how workers' abilities to adapt to these demands affects job performance and job satisfaction, and (c) become aware of the types of situations the students prefer and which ones they may want to avoid.

After the filmstrip presentation, use the following questions to guide the discussion. The responses are likely to be subjective in nature since they deal with the students' preferences for the ten types of work situations. There are no instructor cues or suggestions following each question. List the ten work situations on the chalkboard to use as a framework to guide discussion. It is important that the students understand the ten work situation factors. Use the discussion to correct any misconceptions, making sure to respect individual opinions and feelings. Repeat the following questions for each work situation.

1. What personal experiences, in work or leisure, have you had which are related to this type of work situation?

2. Do you like this type of work situation? Why?

3. Is this a type of work situation you want to avoid? Why?

4. What occupations usually involve this type of work situation?

Have the students complete the Work Situations Checklist, discuss their results, and record the information on their Worker Trait Group Charts in column 3.

Activity E - Aptitudes

Students may experience some difficulty as they work on this activity. The instructor should plan the learning experiences carefully and take time to explain each step. The students have the difficult tasks of conceptualizing what an aptitude is, learning the definitions of eleven different aptitudes, understanding the five rating levels as defined in the Dictionary of Occupational Titles, and making self-estimates of their own aptitudes in comparison to a normal population.

Ask students to read and then discuss the introductory section on aptitudes in their handbooks. Show the filmstrip, "What are Aptitudes?"

The filmstrip should help students develop an understanding of (a) aptitude as the ease or quickness with which a person can learn a certain type of knowledge or skill, and (b) the ways in which they can identify their own aptitudes.

One's aptitude is an indication of the relative ease or difficulty one might expect in learning new knowledge or skills. Aptitude is not a measure of what a person can or cannot do. Students should recognize that interest and motivation can help them overcome learning difficulties.

Show the filmstrip, "Learning About Your Aptitudes." This filmstrip explains how students can estimate their own aptitudes, using the aptitudes and levels used by the U.S. Department of Labor.

The filmstrip should help students to (a) identify their own aptitudes by examining their achievements and present abilities, and (b) become aware of the way they can use their aptitudes to explore occupations.

After the filmstrip presentation, use the following questions and comments to guide the discussion.

1. Explain the meanings of achievement, ability, and aptitude.

   COMMENT: Help the students define these three words. Achievement is what you have done. Ability is what you can do. Aptitude is what you can learn to do. These words describe the past, present, and future of the same personal characteristic.

2. What kinds of aptitudes are needed for achievement in certain areas of training?

   COMMENT: Ask students to be specific in their responses.

3. What evidence of aptitudes can you identify in your achievements (past)? What evidence can you identify through your abilities (present)?

   COMMENT: Students may need help in articulating what they can learn to do. Remind them that aptitudes are not confined to academic learning.

4. How can you use the concept of aptitudes when selecting areas of training? Selecting recreational activities? Do you think there is a relationship between what you like to do and what you can do well? Explain your answer.

   COMMENT: Most people seem to like to do what they can do well. Students are often motivated to learn to do what they think they can accomplish successfully.

5. Could you have aptitudes of which you may be unaware? How might you learn about them? What activities might help you identify your aptitudes in particular areas?

   COMMENT: A person could have aptitudes related to fields in which he or she has no experience. For

example, one might have aptitudes related to music, but be unaware of them because one has had limited exposure to music. Aptitude tests can help a person discover aptitudes he or she doesn't know he or she has.

6. Suppose you have a high level of a certain aptitude. Does this mean you will be successful in occupations involving that aptitude? Explain your answer.

   COMMENT: Aptitudes must be used to develop abilities if they are to contribute to job performance. There are many factors other than aptitudes (interests, motivation, opportunities, values) that affect job performance.

7. Suppose your estimate of a certain aptitude is lower than the significant aptitude level needed for an occupation. What should you do?

   COMMENT: Interest and motivation may help you overcome difficulties in learning the required skills and knowledge. In addition, greater exposure to certain areas will help you develop a better understanding of your aptitudes in that area. Therefore, aptitude estimates based on limited evidence may not be accurate. You should never bypass the exploration of an occupation on the basis of an aptitude estimate alone.

List the eleven aptitudes on the chalkboard and discuss each one with the class. It is important that they understand what each one means.

After discussion of the aptitudes, the instructor can implement the following steps.

1. Have the students fill out their Aptitude Self-Estimate Record located in their handbooks. Have them refer to the definitions of the aptitudes and rating levels.

2. Have students locate their Worker Trait Group Charts and identify the first Worker Trait Group that they marked with a check mark or question mark.

3. Have students locate the Aptitude Index and identify the same Worker Trait Group that they had checked earlier on their Worker Trait Group Charts.

4. Have students compare their aptitude self-estimates with the levels shown on the Aptitude Index. Provide them with a copy of the Aptitude Self-Estimate Strip so they will not have to use the one in their handbooks. (See photoready copy on page 26a for reproducing the self-estimate strips for student use.)

Photoready Copy of Aptitude Self-Estimate Strips

Have students use one of these strips to explore WTGs using the Aptitudes Index. Destroy strips when exercise is completed.

---cut here

RECORD THE LEVEL NUMBER HERE ➤											
APTITUDE CODE	G	V	N	S	P	Q	K	F	M	E	C

Name _____ (Destroy when finished)

---cut here

RECORD THE LEVEL NUMBER HERE ➤											
APTITUDE CODE	G	V	N	S	P	Q	K	F	M	E	C

Name _____ (Destroy when finished)

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RECORD THE LEVEL NUMBER HERE ➤											
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RECORD THE LEVEL NUMBER HERE ➤											
APTITUDE CODE	G	V	N	S	P	Q	K	F	M	E	C

Name _____ (Destroy when finished)

5. If their aptitude estimate is equal to or higher than the level shown on the Aptitude Index, they should write down the letter of that aptitude in the (+) side of column 4 on the Worker Trait Group Chart. If it is lower, they should write down the letter in the (-) side of the column. Remember, level 1 rating is high and level 5 rating is low.

6. Have them continue until all Worker Trait Groups which they marked with a check mark or question mark have been covered.

7. Now help them use their aptitude self-estimates to explore new Worker Trait Groups for which they had indicated no interest initially. Have students identify one or more aptitude(s) on which they rated themselves the highest. Have them use the Aptitude Index to find Worker Trait Groups that include the aptitude(s) as being important. Have students write down the letter of the aptitude(s) in the (+) side of column 4 for those Worker Trait Groups (in accordance with instructions on page 34 in the student handbook).

8. Discuss the results and also review with the students concepts listed in their booklets under the title of "Some Important Things to Know."

Activity F - Areas of Knowledge and Competency

The students should read the introductory section of Activity F. Show the filmstrip, "Credentials and Competencies, Get Ready, Get Set, Go!"

The filmstrip should help students develop an understanding of (a) competency as what a person is able to do, (b) credential as written or other evidence of what a person should be able to do, and (c) the ways competencies and credentials can be acquired and can affect obtaining and retaining a job.

After the filmstrip presentation, use the following questions and comments to guide the discussion.

1. What kinds of credentials can a person acquire?

   COMMENT: The filmstrip gave the following examples: birth certificate, passport, blue ribbon, credit card, diplomas, theater tickets, etc.

2. How can credentials be acquired?

   COMMENT: Taking a course, passing a test, winning a contest, paying a fee, etc.

3. What credentials may be required by law?

   COMMENT: When the public safety is involved. Ask students to give specific examples.

4. Why would an employer be interested in your credentials?

   COMMENT: To determine the best person available for the job.

5. Will credentials help you keep a job once you get it?

   COMMENT: Credentials show what a person should be able to do; competencies are what a person can do. Competencies help you keep a job.

6. Is school the only place where competencies can be developed?

   COMMENT: Each person has been acquiring certain competencies since birth. Therefore, competencies can be developed in many different places.

Provide time for students to complete the Knowledge and Competencies Checklist located in their handbooks, following the directions on the checklist form. When all are finished, assist the group in using the School Subject-Worker Trait Group Chart also located in their handbooks. Show them an example of how they can use knowledge in a subject area to find Worker Trait Groups to explore. This may involve considerable individual assistance. (The chart and its instructions are located in the Career Information System Guide, pages 47-49.)

Have students follow the directions in their handbooks and record the results of their exploration in column 5 of their Worker Trait Group Charts. The first set of directions helps students identify how well their competencies relate to Worker Trait Groups they have chosen to explore. The second set of directions will help them identify additional Worker Trait Groups related to their special competencies.

Activity G - Working Conditions and Physical Demands

Introduce the concept that working conditions and physical demands can have a major influence on a person's work satisfaction. Show the filmstrip, "Working Conditions and Physical Demands." Discuss the kinds of working conditions and physical demands that individuals in the group like and those they may want to avoid. What are the reasons? Discuss being in an occupation where the work involves not liking something and not being able to cope with it at all.

Ask students to refer to Activity G in their handbooks. Have them study the definitions for the working conditions. Make sure they understand that the letters and numbers in front of each are codes for those conditions. Ask them to think of examples of work settings in which some of the conditions exist.

Have students respond to the examples given in their handbooks by giving their judgments on which conditions and demands are related to these eight examples. Discuss the results.

Have students follow the directions in their handbooks for the remainder of the activity. They should identify the conditions and demands that are desirable as well as those that are unacceptable to them. Using the Physical Environment Index located in their handbooks and their own self description of what is unacceptable and desirable, they should follow the directions given and record their results on their Worker Trait Group Charts.

Activity H - Preparing Your Personal Profile

The purpose of this activity is to help the students summarize the information about themselves that they developed in Activities C through G. This summary will allow them to organize the most important information

about themselves so that they can use this information as they explore career opportunities and establish an occupational preference.

Give the students time to review their previous work and record the information on the Personal Profile Form located in their handbooks.

Activity I - Exploring Occupations

This activity will help the students learn more about occupations that they may wish to explore. The students will need to be helped to understand how to use the following materials.

1. Worker Trait Group Guide.
2. Worker Trait Group Index to Occupational Information.
3. Dictionary of Occupational Titles, Fourth Edition.
4. Guide for Occupational Exploration.
5. Occupational Outlook Handbook.
6. Occupational Information Summary Sheet.

The instructor will also need to review the career resources at the school where this module is being targeted and select those that will be useful in delivering the course. Resources like the Occupational Outlook Handbook and Encyclopedia of Careers will be very helpful.

First, the students will examine the results of their own work on their Worker Trait Group Chart. After studying their work, they will place a check in column 7 for each Worker Trait Group that they want to study further. Then, they will record the code number and name of each of these Worker Trait Groups on the Worker Trait Group Evaluation Chart located in their handbooks. As they obtain more information from the available materials, they will complete columns 2 through 8 on this chart and make a decision whether or not to identify specific occupations in the group for

further exploration. After completing columns 2 through 8 for any Worker Trait Group, they are to enter yes or no in column 9 to indicate their interest in exploring specific occupations. It is now time for the instructor to lead the group carefully through the steps in using the Career Information System materials and other available sources of information. (If the AEL Career Information System is used, the Career Information System Guide should be introduced or reviewed at this time.) Provide individual assistance as needed until each student is capable of locating information about specific occupations related to the Worker Trait Groups selected for exploration. They will use the Occupational Exploration Plan Worksheet located in their handbooks to list the specific occupations for each Worker Trait Group they want to explore. As students explore specific occupations, they should be instructed to record their findings for each occupation on an Occupational Information Summary Sheet. (Have a supply of these sheets available.)

As students begin to explore specific occupations (or Worker Trait Groups at the occupational level), the instructor may wish to have them work on this activity outside of class. If so, they should have access to the Career Information System materials.

If at all possible, students should have a list of several occupations to explore so that they have sufficient data upon which to tentatively identify their occupational preferences. Emphasize to the students that this initial occupational exploration is designed to teach the skills they will use to continue the exploration on their own. Make sure they have free access to the Career Information System materials.

In addition to the Career Information System materials, remind students that they can use other sources of information. Help them identify specific

local sources in the categories listed in Activity I of their student handbooks.

The students go through the process of first expanding their awareness of occupations and learning more about them. Then, they begin to narrow their preferences to a few that are most appropriate to them. It may be helpful to the students if they discuss their exploration procedures and results with another individual or several individuals in a small group. Sharing will help them further clarify their thinking.

Activity J - Identifying an Occupational Preference

This activity requires students to compare the advantages and disadvantages of the occupations that they have been exploring and to narrow their preferences to those that seem to be most appropriate. Then, they will identify their first preference and give reasons for this choice.

During the Activity J session, help students write a summary of their present occupational preference. Explain that they are not asked to commit themselves to a definite occupational choice. Rather, they are to describe, at their present state of career development, the type of work they would like to be doing and why. Have students use the information recorded on their Personal Profile, Occupational Information Summary, and Job Comparison Sheet to describe their current occupational preference however tentative it may be. Sharing their results with others will be extremely valuable to the students.

The statement students write about their occupational preferences constitutes their personal summary of the unit. This statement also forms the basis for the activities of the next unit. Discuss the unit summary with the students bringing out the concept that the process of occupational exploration is never complete.

Postinstructional Evaluation of Students

At the completion of the module, the student will be able to do the following tasks.

1. Given the WTG Guide, the student will be able to locate Work Activity information about groups of occupations and be able to specify those Work Activities that are preferred and not preferred based upon interests and experiences.

2. Given the WTG Guide, the student will be able to locate Work Situation information about groups of occupations and be able to specify those Work Situations that are preferred and not preferred based upon interests and experiences.

3. Given the WTG Guide, the student will be able to locate information on the knowledge and skills related to groups of occupations and specify whether or not he or she will be able to acquire the needed competencies.

4. Given the WTG Guide, the student will be able to locate Aptitude information about groups of occupations and specify the relative ease or difficulty he or she may encounter in developing the skills and competencies related to occupational performance.

5. The student, using his or her personal profile information, will be able to identify occupations related to personal characteristics, rank them according to personal preference, and explain the ranking in terms of the factors used.

6. Given the DOT, OOH, and CIS materials , the student will be able to locate information about the credentials and competencies related to an occupation being considered.

Guidelines for Student's Future Planning

The student, in collaboration with the instructor of the module, will be able to identify next steps in preparing for or entering his or her preferred occupation. Possible action will need to be considered in terms of personal qualifications, occupational requirements, and other personal

obligations and responsibilities. The planning session should be directed toward encouraging the student to make judgments and assume responsibility for planning, selecting, and taking appropriate action. The planning guidelines below relate to the Preinstructional Task Evaluation information for each of the subsequent tasks. The guidelines are a general summary that can be used to determine readiness for next steps.

1. The student is confident about his or her occupational preference, but recognizes the need for additional credentials and competencies involving education or training. The student may decide to explore such possibilities in terms of learning more about specific opportunities and determining the personal appropriateness of such training by doing Module B, Developing a Career Plan. (Note: Almost without exception students who complete Module A will want and need Module B to develop or confirm their career plan prior to preparing for job hunting.)

2. The student recognizes that general education or special training is required for entering his or her preferred occupation and knows where such preparation is available. The student may decide to enroll in such training and may desire assistance in selecting and enrolling in an appropriate program.

3. The student possesses the necessary credentials and competencies but needs assistance in locating, applying for, and securing employment. If so, Module C, Preparing for Job Hunting, is indicated and may be selected by the student.

4. The student possesses job seeking and employability skills, but needs assistance in evaluating specific employment opportunities.

5. The student has located employment and has reasonable expectations regarding personal and situational requirements to be met in adjusting to work situations.

6. The student, in collaboration with the instructor, agrees that factors related to personal adjustment or life style significantly limit any benefits possible in continuing in the program and that seeking specialized help is desired.

7. The student terminates of his or her own volition or lack of motivation.

MODULE B: DEVELOPING A CAREER PLAN

Introduction

The objective of the module is for the student to prepare a specific plan of action by which his or her occupational preference or career goal can be met and be able to describe the reasons the plan is workable.

The purpose of this guide is to help the instructor work with students who are participating in Module B, Developing a Career Plan. The student materials are available in a separate handbook. The following is a list of activities that are conducted.

A. Competencies and Credentials.

B. Preparation Requirements.

C. Work Values.

D. Making a Tentative Career Plan.

E. Deciding.

F. Taking the Next Step.

Developing a career plan is essential to career planning and decision-making. This task involves developing an occupational goal and preparing a plan to reach that goal.

This module is designed to help students learn to identify the values they want to achieve through an occupation, consider competencies and credentials needed, explore possible courses of action, select most desirable course of action, and develop a plan.

Activities to be Performed by the Student

The task elements to be performed by the student include:

A. Reviewing competencies and credentials required by various occupations.

B. Identifying alternatives/courses of action for achieving the occupational goal (preference).

C. Identifying values that are important in the student's life and which can be met through a career.

D. Preparing a plan that is appropriate for the situation and opportunities available to the individual.

E. Deciding (taking action) on the first step of the career plan.

Overview of General Steps to be Followed by the Instructor

The student's materials for this module have been designed for use in group instruction. However, the materials can be used also on an individual basis. The following list of general steps may help the instructor gain an understanding of this module and plan for its delivery.

1. Read the Module B activity materials that are used by the students.

2. Read this guide.

3. Complete the materials as they apply to yourself.

4. Obtain the materials and arrange for the facilities and equipment needed (class size should be no larger than 15 participants).

5. Conduct activities in Module B (approximately five hours of instruction).

The instructor should have a good understanding of the concepts and procedures of the module before beginning instruction. He or she needs to be well acquainted with the concepts of work values, competencies, credentials, aptitudes, training opportunities, planning, and decision-making. The instructor also needs to know what materials are included in the Career Information System and other resources that will be used by the students.

Facilities, Equipment, and Materials Needed

A. Facilities

1. A room approximately 30 ft. x 30 ft. or larger.

2. Tables and chairs for approximately 15 participants and instructor.

B. Equipment

1. Screen.

2. Chalkboard.

C. Materials

1. Copies of Developing a Career Plan, Module B, (one copy for instructor and each participant).

2. Copies of the Worker Trait Group Guide (WTG Guide) (one copy for instructor and each participant).

3. Five copies of the Dictionary of Occupational Titles (DOT), Fourth Edition.

4. One copy of the Guide for Occupational Exploration (GOE).

5. Five copies of the Occupational Outlook Handbook (OOH).

6. Other career resources such as:

- State employment agency information.
- Reference materials on colleges, technical schools, vocational schools, apprenticeships, high school adult education programs, etc.
- Information available from the Chamber of Commerce.
- Information available from the Council of Community Services.

Conducting the Learning Activities in Module B

The instructor should create an atmosphere in class that will encourage participation by the students. A clear statement of purpose for the module should be presented along with a planned time schedule of events.

If the group has not been together in Module A, have members introduce themselves and participate in a group activity that will help them overcome a feeling of strangeness. The instructor should also let the group become acquainted with himself or herself by sharing appropriate information about himself or herself.

Ask students to discuss occupational preferences and give reasons why such preferences are important. Additional questions might be:

1. What will you be doing ten years from now?
2. If you had just one year to live, what would you want to do?

Activity A - Competencies and Credentials

The purpose of this activity is to help students examine the competencies and credentials required to enter occupations they are considering. To do this, students will need to have access to the Worker Trait Group Guide and the Career Information System materials. These will help students obtain information about the competencies and credentials required to enter and advance in the occupation. Encourage students to use the following additional sources of information.

1. Interviewing employers and workers.
2. Consulting members of occupational or professional organizations related to the occupation in general.

This activity should help students understand the concepts of competencies and credentials, learn to identify competencies and credentials described in occupational information, and obtain information about them other than through printed media.

Review Module A, Activity F, Areas of Knowledge and Competency. Direct students to discuss their own competencies and credentials. The specific examples given by the students will indicate to the instructor whether they understand the concepts and are able to identify competencies and credentials described in occupational information. As a practice exercise, the instructor may wish to have the class identify the competencies and credentials described in one of the Worker Trait Groups, using the Worker Trait Group Guide. The competencies and credentials described in Worker Trait Group 01.01, for example, may include respectively, operate a typewriter or other keyboard machine (competencies); receiving a grade in typing (credentials); and a certificate of program completion (credentials). Competencies for specific occupations can be found by looking up the definition for the occupation in the Dictionary of Occupational Titles and studying the tasks performed by the worker. This will provide clues to the competencies needed.

Have students complete the exercise in Activity A of their handbooks. They will be using the Dictionary of Occupational Titles, Fourth Edition, and the Occupational Outlook Handbook in identifying the competencies and credentials needed for their occupational preferences.

After completing the exercise, the following questions might be raised. "Do you already have any of the competencies and credentials needed for your occupational preference?" "How can you obtain those that you do not have?"

Activity B - Preparation Requirements

This activity is designed to acquaint the students with the various means of acquiring competencies and credentials for their occupational

preferences. The students will be using the Worker Trait Group Guide to identify the "General Educational Development" and the "Preparation and Training" classifications given for their occupational preferences. It is important that the students realize that the descriptions in the Worker Trait Group Guide present the levels of "competence" required for average successful performance characteristic of most of the occupations found in the Worker Trait Groups. Characteristics may differ for specific occupations. For example, Air Traffic Control Specialist, Tower, found in WTG 05.03, Engineering Technology, involves Work Situation #6 "working under pressure." It is one of only five occupations out of 128 listed in the Guide for Occupational Exploration which involves this Work Situation, so "working under pressure" is not reported in the WTG as representative of the occupations in 05.03. This information would be found as the individual explores the specific occupations in depth. The students may need assistance in understanding the codes and explanations in the Worker Trait Group Guide. Discuss the kinds of opportunities to obtain training that are listed in the student handbooks. Have the students complete the activity included in their materials.

Activity C - Work Values

Discuss what a work value is and give examples of how occupations can help a person achieve his or her work values. A specific work value, such as "variety," can be accomplished better by some occupations than others. Work values are neither good or bad except as they relate to an individual's preference. They are based on what an individual considers important.

Ask the students to complete the Work Values Checklist in their handbooks and to summarize their most important and least important values.

Work values involve very personal information. Ask members of the group to state what is really important to them. Caution them to not let themselves be influenced by their friends or what they think someone expects them to say. For example, a student may have a strong desire to achieve material success, but may suppress this value because it may be frowned upon by others.

This activity should be conducted in a group setting so that the instructor and the students can assist one another through the difficult process of stating their values. This is usually a difficult process and may involve some refining and restating of values until they feel comfortable talking about them. The instructor can ask members of the group to go back to the Work Values Checklist and review their value ratings. Encourage them to change any ratings to fit their new understanding of the values. Also encourage them to write in any values they feel are important that are not listed on the checklist.

Activity D - Making a Career Plan

The purpose of this activity is to have students outline steps that they can follow in achieving their occupational preferences. The steps listed should be accompanied by an estimated time schedule showing when each step will be started and completed. This activity is very individual in nature and will require each student to create his or her own plan. Have students prepare their plans and then discuss their plans in small groups by answering the questions at the end of the Activity D material. Some class members may need to locate additional information to complete their plans.

Activity E - Deciding

Discuss the different ways people make decisions and describe some of the errors they make. Use the following suggestions.

1. Allowing others to decide for you--your friends or family members.
2. Taking a chance on the outcomes like flipping a coin or guessing at what to do.
3. Putting off decisions until it is too late for some of the more important options.
4. Looking for the easy way.

This activity helps the students to study the results of their earlier work and determine if the price that they will be paying is worth the benefits received by following their career plans. Also, additional information may need to be found before deciding to take action.

Have students work on the Activity E materials in their handbooks. They may need time and help to find other information needed. It would be very helpful if the students discussed their own results with others in a small group. Be certain to discuss the relation of area job opportunities to the acceptability of each individual's plan.

Activity F - Taking the Next Step

Discuss the fact that one of the four alternatives listed in the student handbook for Activity F is probably the "next step" in the career plan for most of the students in the group. If it is not, what other "next steps" have been selected? In all probability, any deviation from these four alternatives would be in the form of actions as a means of achieving one of the alternatives. For example, a student might list the next step as seeing if he/she can secure a loan in order to get training

(alternative 1) or another might list trying to relocate his/her residence to be near to potential work locations (alternative 4).

Indicate that each student will have successfully completed Module B when he/she has actually taken action on the first step of his/her plan. (Some students may do this and report their success or problems back to the group.)

Postinstructional Evaluation of Students

At the completion of the module, the student will be able to do the following tasks.

1. The student will be able to state what credentials and competencies are required for his or her occupational goal and to relate his or her qualifications to these requirements.
2. The student will be able to describe his or her career plan for reaching the occupational goal.
3. The student will be able to state the values that relate to his or her occupational preference.
4. The student's career plan takes into consideration opportunities for plan fulfillment in the area labor market--or at a location available to the student.
5. The student will have taken action on the first step of his or her career plan.

Guidelines for Student's Future Planning

The following guidelines are a general summary that can be used to determine the student's readiness for next steps.

1. The student recognizes that general education or special training is required for entering his or her preferred occupation and knows where such preparation is available.

2. The student possesses the necessary credentials and competencies, but needs assistance in locating, applying for, and securing employment. If so, Module C, Preparing for Job Hunting, is indicated and may be selected by the student.

3. The student possesses job-seeking and employability skills, but needs assistance in finding specific employment opportunities. If so, referral to employment agencies or employers is indicated and may be selected by the student.

4. The student has located employment and has reasonable expectations regarding personal and situational requirements to be met in adjusting to a work situation.

MODULE C: PREPARING FOR JOB HUNTING

Introduction

The purpose of this module is for the student to develop a plan for becoming employed. The plan is to take into account and organize all relevant information related to job search, employer contact, and job-holding skills (employability).

This guide will help the instructor plan and conduct the activities that are included in the materials entitled "Planning for Job Hunting" available in a separate handbook. The module is to be used as a self-study activity for advanced students. If all students are progressing at the same rate, this module may be taught to the entire group if appropriate and time is available. For those electing to enter school to get additional training, this module is not appropriate at this time. The following is a list of activities included in this module.

A. Locating and Using Job Search Resources.

B. Preparing a Resume.

C. Making Employer Contacts.

D. Assessing Job-Holding Skills.

E. Planning for Job Hunting.

Preparing for job hunting is a career development task. Prior to this module, the student should have selected an occupational preference, developed a career plan, and have the competencies and credentials necessary to enter the occupation. This module is designed to help students develop job search skills, learn how to present themselves to employers, understand an employer's expectations of an employee, and develop a plan for obtaining a job.

Students will need to become knowledgeable about employment opportunities for the geographical area of employment interest to them. The instructor should make arrangements to introduce resources and contacts that apply to the appropriate job market.

Activities to be Performed by the Student

The general objective of this module is for the student to develop a plan for how he or she will become employed and demonstrate the skills needed for finding a job opening and being hired by an employer.

The task elements to be performed by the student include:

A. Identifying and using formal and informal sources of locating job openings.

B. Preparing a resume.

C. Making inquiries by telephone.

D. Preparing a letter of inquiry.

E. Filling out a job application form.

F. Interviewing an employer for a job.

G. Assessing job-holding skills.

H. Preparing a job hunting plan.

Overview of General Steps to be Followed by the Instructor

The student's materials in this module have been designed for use in group instruction. However, the materials can be used also on an individual basis. The following list of general suggestions may help the instructor plan for the delivery of this module.

1. Read the Module C activity materials that are used by the student.

2. Read this guide.

3. Complete the materials as they apply to yourself.

4. Obtain the materials and arrange for the facilities and equipment needed.

5. Conduct activities in Module C (approximately six hours of instruction).

The instructor should have a good understanding of the concepts and procedures of Module C before beginning instruction. He or she needs to be well acquainted with sources of finding job openings, resume writing, application letters, job application forms, interviewing employers, employability skills, and planning for job hunting. The instructor needs to have a knowledge of local employment resources that will be used with the students.

Facilities, Equipment, and Materials Needed

A. Facilities

1. A room approximately 30 ft. x 30 ft. or larger.

2. Tables and chairs for 15 participants and instructor.

B. Equipment

1. Chalkboard or conference pad.

C. Materials

1. Copies of Module C, Preparing for Employment (one copy for the instructor and one for each participant).

2. Copies of current local daily newspaper (one copy for each participant and one for instructor). The instructor can have each member of the class bring in a newspaper. Several different papers may be available from the local area or nearby large cities or from the geographical areas of employment interest to class members.

3. Copies of a local industry's job application form (one for each participant and one copy for instructor).

Conducting the Learning Activities in Module C

The following suggestions are for the purpose of helping the instructor conduct each of the learning activities included in Module C, Preparing for Job Hunting. The instructor should consider any special needs or situations that might affect the group and make appropriate adjustments.

Introduction

The introductory section with the students should include an overview of the purposes, planned activities, and time schedule for this module. If the students do not know each other, time should be spent on introductions and a get-acquainted group activity.

The instructor should also introduce himself or herself. A fun-type introductory activity might help individuals to relax and be comfortable with the group. Time could be used to have individuals share their career plan, identify their expectations from participating in the module, and describe past experiences.

Activity A - Job Search Skills

The purpose of this activity is to increase the student's knowledge and skills in identifying and using sources that will uncover job openings related to their occupational preferences. The students can be asked initially to discuss the sources of information about job openings that they have used in the past.

The instructor can use the materials in the student handbook as a guide for teaching this activity. Periods of time should be planned for

questions and discussion of the content included in the handbook. Copies of local or regional newspapers that have "help wanted ads" can be used after the students have completed the exercises in this activity that deal with ads. A representative from the State Bureau of Employment Services can be invited to make a presentation to the group on services provided by the agency and techniques for finding jobs. The students should make a list of the specific (formal and informal) sources that they plan to use in seeking a job. The instructor may need to provide information about sources available in the area.

Activity B - Preparing a Resume

The purpose of this activity is to help the students develop skill in the preparation of resumes. Before assigning the preparation of a resume, discuss the typical content of resumes and variations which might be used for special purposes. The instructor might develop a set of sample resumes which can be shared with students during the discussion. Discussion items the instructor might cover include the following general principles.

1. It may be best to list your employment record in reverse order so that the most recent experience gets first emphasis.

2. If you have a lengthy qualifying work history and/or special training, details on general education may not be so important.

3. High school leadership activities, sports, etc., are more important for recent graduates than for older applicants.

4. Be sure to emphasize details which highlight your qualifications for your preferred occupations.

After resumes have been prepared, allow time for questions, discussion, and an exchange of ideas.

Activity C - Making Employer Contacts

The purpose of this activity is to help the students develop skills in presenting information about themselves to employers. The instructor should be prepared to provide specific learning experiences in helping students with telephoning, writing letters, filling out job applications, and participating in employment interviews. Some of the best techniques for teaching these skills are through role playing and simulated experiences.

Use the student materials located in the handbook. At the appropriate time following the coverage of the related topic in the student materials, have the students experience each of the following.

1. Role play a situation in which an applicant telephones an employer inquiring about a job opening.
2. Prepare a letter to an employer indicating interest in a job position.
3. Fill out an actual job application form. (Get copies of an application from a local industry.)
4. Role play a personal interview with an employer. (Consider things as manner and dress, as well as information exchanges.)

After each experience, allow time for discussion of strengths and weaknesses of the students' performances. The instructor, as well as members of the group, can offer suggestions. Try to establish an open atmosphere in which criticism is encouraged for the benefit of learning. It is better to learn about one's mistakes in class than to make the same mistakes with perspective employers.

Activity D - Assessing Job Holding Skills

Students need to recognize that there are certain skills and attitudes that will help a person keep a job as well as obtain a job. Activity D is designed to help students do an honest appraisal of their past habit patterns and to determine what should be done to change behaviors that might interfere with employment. Unless an open and honest atmosphere has been created in the group, individuals may be reluctant to be frank in appraising themselves.

Discuss with the group reasons why workers tend to lose their jobs. (An employee loses a job more often because of personal-social concerns than for lack of job skills.) Have the students respond to the Job Holding Skills Checklist found in their handbooks. Have them summarize their strengths and weaknesses. The instructor can point out that the student can also communicate to the employer his or her strengths during the job application interview.

Activity E - Planning for Job Hunting

This activity helps the student use the learnings from previous activities to prepare a plan for becoming employed and to collect in one place the kinds of information that are needed when seeking employment. This activity is very individualized and will require each student to create a plan that is most appropriate for him or her. Students may need individual help from the instructor.

Postinstructional Evaluation of Students

At the completion of Module C, the student will be able to do the following tasks.

1. Given a newspaper that has "help wanted" ads, will be able to find a specific job notice that is located in the ads and will be able to explain the content of the ad.

2. Given an example of a specific occupation, will be able to identify at least five sources to be used in searching for a job opening in that occupation.

3. Be able to present his or her own personal resume.

4. Given a job application, will be able to complete it accurately and neatly.

5. Be able to communicate satisfactorily with an employer by telephone and in a personal interview.

6. Be able to understand and communicate his or her job-holding skills.

7. Present a plan for becoming employed.

Guidelines for Student's Future Planning

The student, in collaboration with the instructor of the module, will be able to identify next steps in preparing for or entering his or her preferred occupation. Possible action will need to be considered on the basis of personal qualifications, occupational requirements, and other personal obligations and responsibilities. The planning session should be directed toward encouraging the student to make judgments and assume responsibility for planning, selecting, and taking appropriate action. The following guidelines are a general summary that can be used to determine the readiness for next steps.

1. The student possesses job seeking and job holding skills, but needs assistance in evaluating specific employment opportunities.

2. The student has located employment and has reasonable expectations regarding personal and situational requirements to be met in adjusting to a work situation.

3. The student, in collaboration with the instructor, agrees that factors related to personal adjustment or life style significantly limit any benefits possible in continuing in the module and that referral to another source for specialized help is desired.

4. The student terminates of his or her own volition or lack of motivation.

Appendix A:

Student Handbook for Module A

Student Name _____
Term/Date _____
Instructor _____

EDUCATIONAL PLANNING COURSE

Student Handbook for Module A
Establishing an Occupational Preference

Educational Development Task #1:
Adults Making the Commitment to Return to School

May 1985

Lifelong Learning Program
Appalachia Educational Laboratory
Post Office Box 1348
Charleston, West Virginia 25325

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TABLE OF CONTENTS

	Page
Introduction	1
Activity A: Interests in Career Areas	2
Activity B: Interests in Worker Trait Groups	5
Activity C: Preferences for Work Activities	8
Activity D: Preferences for Work Situations	12
Activity E: Aptitudes	16
Activity F: Areas of Knowledge and Competency	40
Activity G: Working Conditions and Physical Demands	48
Activity H: Preparing a Personal Profile	58
Activity I: Exploring Occupations	60
Activity J: Identifying an Occupational Preference	65

ESTABLISHING AN OCCUPATIONAL PREFERENCE

INTRODUCTION

If we don't know where we are going, it's difficult to figure out how to get there. Sometimes, we may go some place and then learn that it is not where we want to be. Deciding on a career direction is a difficult task that takes a great deal of time and thought. Yet, the benefits from making careful career decisions are well worth the time and effort.

Some people fall into common "traps" when they choose an occupation. These traps include:

- The "Oh, I can't do anything" trap: Some people have very little confidence in themselves. Although they can do a number of things--at home and with friends--they don't relate this to work or being employed.

- The "All I know is what I see" trap: People who fall into this trap have limited experience and little knowledge about all of the occupational opportunities available. They are able to choose only from among a limited number of occupations that they have learned about through their past experiences. They may miss some good opportunities because they don't know about them.

- The "Oh, something will come along" trap: Some people wait for the magic moment when the ideal occupation will fall into their lap. They do not make the effort to seek out an appropriate occupation for themselves.

- The "Other side of the fence looks better" trap: Some people make choices without knowing much about the occupation except that what they can see looks good.

- The "Fish out of water" trap: Some people enter occupations that do not relate to their interests, abilities, and needs. They do not survive long.

- The "They told me to" trap: Some people do not assume responsibility for their own lives. They let others make choices for them.

The purpose of this handbook is to help you establish your own occupational preference. You will be asked to identify what you know about yourself and to relate this self-knowledge to the world of work. The activities should be interesting and worthwhile in helping you establish and evaluate your occupational preference. Best wishes to you!

ACTIVITY A

Interests in Career Areas

Introduction

Interest is a positive feeling you have toward some person, activity, or thing. Learning to recognize and describe your interests can help you understand yourself. Your interests are usually developed as you are exposed to different types of activities. You will become more aware of your interests as you learn more about yourself and the world around you. This increased awareness can help you in career planning.

There are about 20,000 occupations in the world of work. To help a person explore, the Department of Labor has divided these 20,000 occupations into 12 Career Areas based upon the interests of workers.

Activity A will help you examine your interests and relate them to the world of work.

> Watch the filmstrip "Career Areas in the World of Work." The purpose of this filmstrip is to introduce you to the basic interests people have and how these interests are related to the world of work. You will discuss the filmstrip before you complete the checklist in Activity A.

After you see and discuss the filmstrip, complete the activity on the following two pages. This will help you determine your general interest in broad career areas and relate things you like to do to these career areas.

INTERESTS IN CAREER AREAS

This activity can help you find the career areas in which you have the most interests.

Directions: Listed below are the 12 Career Areas. Find the Career Area that you think is most related to your interests. Put a 1 in the space in front of that Career Area. Find the second most interesting Career Area and put a 2 in the space in front. Continue until you have put a 12 in front of the Career Area of least interest to you.

_____ Career Area 01: Artistic - Interest in doing artistic and creative things.

_____ Career Area 02: Scientific - Interest in medical, biological, or physical sciences.

_____ Career Area 03: Nature - Interest in working with plants and animals.

_____ Career Area 04: Authority - Interest in protecting or guarding people and property.

_____ Career Area 05: Mechanical - Interest in working with mechanical things.

_____ Career Area 06: Industrial - Interest in routine activities in a factory setting.

_____ Career Area 07: Business Detail - Interest in clerical activities that require accuracy and attention to details.

_____ Career Area 08: Persuasive - Interest in selling things.

_____ Career Area 09: Accommodating - Interest in providing personal services to other people.

_____ Career Area 10: Humanitarian - Interest in helping people who have social, spiritual, or welfare problems.

_____ Career Area 11: Social-Business - Interest in teaching or leading others and managing things.

_____ Career Area 12: Physical Performing - Interest in athletic competition or performing before an audience.

Directions: In the spaces below, make a list of activities that you like or think you would like. Try to think of activities that relate to occupations. Then locate the Career Area that relates to that activity. Put the code number for that Career Area in the space at the right. The following are examples:

	Activity	Career Area Code Number
1.	Working on your car	05
2.	Cooking	05
3.	Baby sitting	10
4.	Gardening - growing plants	03

Activity	Career Area Code Number

ACTIVITY B

Interests in Worker Trait Groups

Introduction

As you learned in Activity A, "Interests in Career Areas," the 20,000 occupations in the world of work have been divided into 12 Career Areas based upon the interests of workers. Once you have identified Career Areas related to your interests, you can explore related groups of occupations, called Worker Trait Groups.

In the Worker Trait Group Guide, you will find 66 Worker Trait Groups. Each group contains occupations which require similar worker traits (characteristics and qualifications).

Activity B will help you to identify Worker Trait Groups in which you might be interested.

Locate your copy of the Worker Trait Group Chart. On the left side you will find a list of the 12 Career Areas and a listing of related Worker Trait Groups for each Area.

Directions: Under Column 1 of the Worker Trait Group Chart, put a check mark (√) in the space beside each Worker Trait Group that you might want to explore. If you believe that you might be interested but you do not know much about the group, put a question mark (?) in the space.

WORKER TRAIT GROUP CHART

Areas and Worker Trait Groups	Career Interests Activity B	Work Activities Activity C	Work Situations Activity D	Aptitudes Activity E +	Aptitudes Activity E -	Area of Knowledge and Competency Activity F +	Area of Knowledge and Competency Activity F -	Working Cond. and Phys. Des. Activity G	Further Exploration Activity I
01: ARTISTIC									
01.01 Literary Arts		5, 6, 8	3,4,5,7,9						
01.02 Visual Arts		6, 8	3, 4, 7, 9						
01.03 Performing Arts: Drama		5, 6, 8	3, 4, 7, 9						
01.04 Performing Arts: Music		5, 6, 8	3, 4, 7, 9						
01.05 Performing Arts: Dance		5, 6, 8	3, 4, 7, 9						
01.06 Technical Arts		1, 9, 10	7, 8, 10						
01.07 Amusement		2, 6	4, 5, 7, 9						
01.08 Modeling		3, 6	4, 9						
02: SCIENTIFIC									
02.01 Physical Sciences		1, 6, 7, 8	7, 8						
02.02 Life Sciences		1, 6, 7, 8	7, 8						
02.03 Medical Sciences		4, 5, 7	4, 7, 8, 10						
02.04 Laboratory Technology		1, 7, 9	8, 10						
03: NATURE									
03.01 Managerial Work: Nature		1,2,7,9,10	1,3,4,7,8						
03.02 General Supervision: Nature		5, 9	1,3,4,7,8						
03.03 Animal Training and Care		3, 4, 6	1, 4, 7, 8						
03.04 Elemental Work: Nature		1, 3, 9	1, 2						
04: AUTHORITY									
04.01 Safety and Law Enforcement		2, 5, 6	1,3,4,6,7						
04.02 Security Services		2, 3, 6	4, 6, 7						
05: MECHANICAL									
05.01 Engineering		1,2,6,7,8,9	1, 4, 7, 8						
05.02 Managerial Work: Mechanical		2,5,6,7,9	1,3,4,7,8						
05.03 Engineering Technology		1, 7, 9	7, 8, 10						
05.04 Air and Water Vehicle Operation		1, 5, 9	3,4,6,7,8,10						
05.05 Craft Technology		1, 9, 10	1, 7, 8, 10						
05.06 Systems Operation		1, 9	1, 3, 8, 10						
05.07 Quality Control		1, 3, 9	7, 8, 10						
05.08 Land Vehicle Operation		1, 3, 9	8						
05.09 Materials Control		1, 2, 3, 9	4, 8, 10						
05.10 Skilled Hand and Machine Work		1, 3, 9, 10	8, 10						
05.11 Equipment Operation		1, 3, 9	8, 10						
05.12 Elemental Work: Mechanical		1, 3, 9	8, 10						

06: INDUSTRIAL								
06.01 Production Technology		1, 9, 10	3, 4, 8, 10					
06.02 Production Work		1, 3, 9, 10	2,3,4,8,10					
06.03 Production Control		1, 3, 9, 10	2, 8, 10					
06.04 Elemental Work: Industrial		1, 3, 9, 10	2, 10					
07: BUSINESS DETAIL								
07.01 Administrative Detail		2, 5, 6	1, 4, 7, 8					
07.02 Mathematical Detail		1, 2, 3, 9	2, 8, 10					
07.03 Financial Detail		1, 2, 3	4, 8, 10					
07.04 Info. Processing: Speaking		2, 3, 6, 9	1, 4, 8					
07.05 Info. Processing: Records		2, 3, 6	4, 8, 10					
07.06 Clerical Machine Operation		1, 3, 9	2, 4, 8, 10					
07.07 Clerical Handling		1, 3	8, 10					
08: PERSUASIVE								
08.01 Sales Technology		2, 5, 6, 7	4, 5, 7, 8					
08.02 General Sales		2, 6	4, 5, 7, 8					
08.03 Vending		2, 3	4, 5					
09: ACCOMMODATING								
09.01 Hospitality Services		2, 5, 6	1, 3, 4, 7					
09.02 Barbering and Beauty Services		2, 8, 9	1,4,7,8,10					
09.03 Passenger Services		2, 3, 9	4, 7, 8					
09.04 Customer Services		1, 2, 3	4					
09.05 Attendant Services		2, 3	4					
10: HUMANITARIAN								
10.01 Social Services		4, 5, 6, 8	1, 3, 4, 7					
10.02 Nursing and Therapy Services		4, 6, 7	1,4,7,8,10					
10.03 Child and Adult Care		2, 3, 4	1,4,7,8,10					
11: SOCIAL/BUSINESS								
11.01 Mathematics and Statistics		6, 7, 9	3, 7, 8					
11.02 Educational & Library Services		2, 4, 5, 6	1, 3, 4, 7					
11.03 Social Research		6, 7, 8	1, 4, 7, 8					
11.04 Law		2, 5, 6, 8	1,4,5,7,8					
11.05 Business Administration		2, 5, 6	1,3,4,7,8					
11.06 Finance		1,2,5,6,7,9	4, 7, 8					
11.07 Services Administration		2, 4, 5, 6	1, 3, 4, 7					
11.08 Communication		2, 5, 6	1,3,4,7,8					
11.09 Promotion		2, 5, 6	1,3,4,5,7					
11.10 Regulations Enforcement		2, 6	1,3,4,7,8					
11.11 Business Management		2, 5	1,3,4,7,8					
11.12 Contracts and Claims		2, 5, 6	1,3,4,7,8					
12: PHYSICAL PERFORMING								
12.01 Sports		5	4,5,6,7,8					
12.02 Physical Feats		5, 9	6,7					

ACTIVITY C

Preferences for Work Activities

Introduction

The time spent on a job is filled with work activities. These work activities are beneficial to employers, otherwise they would not be willing to pay money to the workers. However, the workers should also receive some enjoyment or benefit from the activities, since much of a person's lifetime is spent on a job.

Almost everyone prefers some kinds of work activities to other kinds. Most occupations involve several different kinds of work activities. You are likely to be more satisfied if you choose an occupation that allows you to do more of the kinds of activities that you enjoy.

> Watch the filmstrip "Work Activities." This filmstrip describes the ten different types of activities involved in work.

The filmstrip, "Work Activities," states that the ten types of activities related to work are also related to leisure activities. You have had many experiences performing these types of activities in both work and leisure.

After you see and discuss the filmstrip, complete the Work Activities Checklist on the following page. This Checklist will help you identify your preferences for certain types of work activities and then relate your preferences to groups of occupations.

WORK ACTIVITIES CHECKLIST

Everyone enjoys doing some activities more than other activities. If you work in an occupation which has activities you enjoy, you are more likely to be satisfied.

Directions: This checklist has ten types of work activities. Please show how much you think you would like each type of activity by using the following rating scale:

LL	Would like the activity very much
L	Would like the activity
N	Would neither like nor dislike the activity
D	Would dislike the activity
DD	Would dislike the activity very much

Below, put a circle around the rating that best shows how much you would like each type of work activity.

1. Activities Dealing with Things and Objects

   Workers do physical work with materials and products. They often use tools, equipment, or machines.

   How much would you like these activities? Circle one of the ratings.

   LL L N D DD

2. Activities Involving Business Contact

   Workers deal with others in business situations. They set up business contacts to sell, buy, talk, listen, promote, and bargain.

   Circle one of the ratings.

   LL L N D DD

3. Activities That are Routine, Definite, and Organized

   Workers usually repeat the same task many times. These tasks can often be done in a short time. The worker seldom needs to make decisions on how to do the work.

   LL L N D DD

10

4. Activities Making Direct Personal Contacts to Help or Teach Others

Workers help others to improve their physical, mental, emotional, or spiritual well-being. Workers need to speak and listen well. They may explain simple ideas. They may also deal with complex ideas about human growth so they can teach, train, or help others. Some workers may care for or train animals.

LL L N D DD

5. Activities Resulting in Recognition or Appreciation from Others

Workers may lead, plan, control, or manage the work of others. Some workers may be involved in acting, sports, art, or music. Workers are in jobs that receive recognition and appreciation from others.

LL L N D DD

6. Activities Involving the Communication of Ideas and Information

Workers give ideas and information to others through writing, acting, music, or designing. They may inform others through radio or television. Workers may also be in direct contact with the people they inform.

LL L N D DD

7. Activities That are Scientific and Technical

Workers may collect, record, study, and explain scientific information. They may use scientific or technical methods, tools, and equipment in their work.

LL L N D DD

8. Activities Using Creative Thinking

Workers use complex mental skills to create new ideas and products. They may solve difficult problems or design new ways of doing things.

LL L N D DD

9. Activities Involving Processes, Methods, or Machines

Workers may plan, schedule, process, control, direct, and evaluate data and things. There may be contact with people, but dealing with people is not important to the work.

LL L N D DD

10. Activities Involving Working on or Making Things

Workers use physical skills to work on or make products. Often tools, machines, or measuring devices are used to make or change a product. Workers may build, repair, or change products.

LL L N D DD

Summary of Interests in Work Activities

Directions: In the boxes below, rank your choices for work activities. In the first box put the work activity number that would be your first choice. In the second box put your second choice. Continue until you have put your 10th choice in the last box.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

Turn to your Worker Trait Group Chart. The work activities that are most closely related to each of the Worker Trait Groups are listed in Column 2. The numbers in the spaces are the same numbers for the work activities used in Activity C.

Directions: Look at Column 2 on your Worker Trait Group Chart. For each Worker Trait Group on the chart, draw a circle around the numbers of the work activities that you ranked as your first, second, and third choices. Cross out the numbers of the work activities that you disliked or ranked the lowest.

ACTIVITY D

Preferences for Work Situations

Introduction

Different occupations involve different work situations. Some situations require workers to be very pleasant in their contacts with people. Other situations may require workers to perform under a lot of pressure. People differ in their preferences for work situations.

> Watch the filmstrip, "Work Situations." This filmstrip describes ten different types of situations involved in work.

After you see and discuss the filmstrip, complete the Work Situations Checklist on the following page. This Checklist will help you identify the kinds of work situations that you prefer as well as those you wish to avoid. After you list your preferences for different work situations, you will be able to relate your preferences to the different Worker Trait Groups.

WORK SITUATIONS CHECKLIST

Different occupations will require that you work in different work situations. You may like some work situations better than others. Having work situations that you like will help you to be more satisfied with your occupation.

Directions: This Checklist describes ten basic types of work situations. Please show how much you think you would like each type of situation by using the following rating scale.

LL	Would like the situation very much
L	Would like the situation
N	Would neither like nor dislike the situation
D	Would dislike the situation
DD	Would dislike the situation very much

Below, put a circle around the rating that best shows how much you would like each type of work situation.

1. Performing Duties Which Change Frequently

   Workers perform a variety of duties, often changing from one task to another. The variety of duties requires workers to use different skills, knowledge, and abilities. They may need to use different methods or materials. They may also have to change work locations. In changing tasks, workers must be efficient and remain calm.

   Circle one of the ratings.

   LL L N D DD

2. Performing Routine Tasks

   Workers do the same tasks over and over. They may not change the tasks or the order in which they do them. Work tasks are of short duration and follow required steps. Very little judgment is required.

   LL L N D DD

3. Planning and Directing an Entire Activity

   Workers plan and direct an entire activity, project, or program. As leaders, they supervise and are responsible for the work of others. They make decisions and keep up-to-date on new information about their work.

   LL L N D DD

4. Dealing with People

Workers deal directly with other people. They must work with people at a higher level than giving or taking instructions. Workers must be pleasant and helpful in their contacts with people.

LL L N D DD

5. Influencing People's Opinions, Attitudes, and Judgments

Workers influence people by changing their thinking and behavior. Workers must be able to understand people and communicate with them. They influence how people feel about a product, a service, or other people. This influence is achieved by providing new information or ideas in a direct or indirect way.

LL L N D DD

6. Working Under Pressure

Workers deal with situations involving potential danger and risk. Workers must maintain self-control and take decisive action in unexpected or critical situations. They may also be involved with tasks where speed and close attention to detail create pressure.

LL L N D DD

7. Making Decisions Using Personal Judgment

Workers use personal judgment and the five physical senses to make decisions. No standard or right answers exist upon which to base the decisions. They are based upon the training, experience, or artistic preferences of the workers.

LL L N D DD

8. Making Decisions Using Standards That can be Measured or Checked

Workers make decisions based upon information or standards that can be measured or checked. Facts and set methods are used rather than personal judgment.

LL L N D DD

9. Interpreting and Expressing Feelings, Ideas, or Facts

Workers use creative thinking to interpret and express feelings, ideas, or facts. Some workers focus on the process they use to communicate, such as speaking, singing, or acting. Others communicate through products, such as photographs, designs, songs, or paintings.

LL L N D DD

10. Working Within Precise Limits or Standards of Accuracy

Workers must pay strict attention to details. Tasks must be completed with accuracy within exact standards or time limits. The quality of the product or service is directly related to the performance of the workers.

LL L N D DD

Summary of Your Work Situations Checklist

Directions: In the boxes below, rank your choices of work situations. In the first box, put the work situation number that would be your first choice. In the second box, put your second choice. Continue until you have put your last choice in the last box.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

Directions: Look at Column 3 on your Worker Trait Group Chart. The code numbers of the work situations that relate to each Worker Trait Group are listed in Column 3. The code numbers are the same as those used on the Checklist. In Column 3, circle the numbers of the work situations you ranked as your first, second, and third choices on the Checklist. Cross out the numbers of the work situations that you disliked or ranked the lowest.

ACTIVITY E

Aptitudes

Introduction

An aptitude is the ability to learn. Your level of aptitude indicates the quickness or ease with which you can learn. You develop your aptitudes through your life experiences. You have several different kinds of aptitudes. Some aptitudes help you to learn math. Other aptitudes help you to develop skill using your hands or fingers to do very fine work. Others help you to become good at reading blueprints.

You may have more aptitude in some areas than others. Therefore, you may be able to learn to do some things easier or quicker than other things. Knowing the levels of your different aptitudes can help you understand how much effort you may have to give in learning to do something new.

Your aptitudes can help you learn to do the work required in various occupations. Some occupations require higher levels of aptitude than others for a worker to learn the needed skills within a reasonable amount of time. Knowing your aptitudes can be helpful in establishing an occupational preference.

Watch the filmstrip, "What Are Aptitudes?" This filmstrip will help you learn more about aptitudes and how they affect what people can do or learn to do.

Aptitude Levels

Each person has aptitudes which have been developed over a period of time. Usually, some aptitudes are developed to a higher level than other aptitudes. Five different levels will be used to help you describe your aptitudes. It is important that you keep these levels in mind as you make an estimate of the aptitudes you possess. If you can do most of the things at a level, go on to the next level and consider those activities. Keep in mind that level 1 is higher than level 5. The five levels are:

Level 1 - a very high level of aptitude (top ten percent of the population)

Level 2 - a high level of aptitude (top third of population not including highest ten percent)

Level 3 - an average level of aptitude (middle third of population)

Level 4 - a low level of aptitude (lowest third of population not including lowest ten percent)

Level 5 - a very low level of aptitude (lowest ten percent of population)

Aptitudes Related to Occupations

The U.S. Department of Labor has identified eleven different aptitudes which are related to occupations. Usually an occupation requires from one to four of these aptitudes and it may require a higher level of one aptitude than another. The eleven aptitudes have been related to occupations through the Worker Trait Groups. Although some occupations in a Worker Trait Group may not require all of the aptitudes indicated as significant for the group, the information provided should be carefully considered in career planning.

> Watch the filmstrip, "Learning About Your Aptitudes." This filmstrip describes the eleven aptitudes and how they relate to occupations.

Estimating Your Aptitudes

In order to arrive at an occupational preference which you have the aptitude to learn without too much difficulty, it is important for you to have a reasonably accurate estimate of your aptitudes. You will then be able to relate your estimated aptitude levels to the requirements of occupations you are considering. The Aptitude Self-Estimate Record on page 35 has been designed to help you record your self-estimate for each of the aptitudes listed in the Worker Trait Groups and to use these estimates as you consider various occupations.

> Directions: On the following pages are descriptions of each of the eleven aptitudes. For each level of each aptitude, there are clues to help you make your self-estimates. Read the description and the clues for each aptitude. Complete your self-estimate of one aptitude before moving on to the next. Consider each aptitude carefully and record your self-estimate on the Aptitude Self-Estimate Record on page 35. Compare yourself with people in general. The clues are only examples so try to think of similar experiences you have had which might indicate your level of this aptitude. Choose and record the level which represents your highest self-estimate even though clues for lower levels describe things you have done or can do. Be sure you study the clues and understand each aptitude before recording your self-estimate. Repeat this process for each aptitude. After you have completed your self-estimates for all aptitudes, follow the instructions on the Aptitude Self-Estimate Record by recording your level for each aptitude in the proper box on the Aptitude Self-Estimate Strip. After you have completed the form, it will be easier for you to compare your aptitudes to those required by the Worker Trait Groups.

APTITUDES WHICH ARE RELATED TO OCCUPATIONS*

Aptitude G: General

General aptitude is the ability to understand instructions and facts and their underlying reasonings. It includes being able to reason and make judgements. General Aptitude is closely related to the ability to do well in school. This aptitude is related to more Worker Trait Groups than any other.

Clues

The clues listed below are related to each level of Aptitude G, General.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I need someone to explain the instructions to me when I assemble or make something.
- I usually received special help in school and still found it difficult.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) were mostly D's.
- I can follow instructions if they are given clearly.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in basic subjects (English, math, social studies, science) were mostly C's.
- I can do things that require problem solving, such as in the following activities.
  (a). File materials according to the alphabet or some other method.
  (b). Take care of a person who is ill or is recovering from an accident or operation.
  (c). Assemble a bicycle or other equipment which has been purchased unassembled.
  (d). Knit, crochet, sew, or similar activities.
  (e). Sell tickets or merchandise and keep the necessary records.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) were mostly B's.

*As developed by the U.S. Department of Labor.

- I have built complex working models which require reading blueprints or detailed diagrams.
- I have received an "Excellent" rating in a science fair.
- I regularly do voluntary reading of books and magazines.
- I have no difficulty in using the card file to locate materials in the library.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) were mostly A's.
- I can solve difficult problems in math or science.
- I have received a "Superior" rating in a science fair.
- I have won awards or recognition in writing or speaking contests.
- I have tutored students in their schoolwork.

Note: If you are able to understand and work this exercise, you should rate yourself above Level 5.

Aptitude V: Verbal

Verbal Aptitude is the ability to understand the meanings of words and ideas and to use them to present information or ideas clearly. It includes the ability to understand the meanings of whole sentences and paragraphs and also to communicate information and ideas to others.

Clues

The clues listed below are related to each level of Aptitude V, Verbal.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I had a lot of difficulty with most high school subjects which required much reading or writing.
- I almost never read newspapers, magazines, or books.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in English and social studies were mostly D's.
- I had difficulty in writing reports or giving oral reports.
- It is sometimes hard for me to follow instructions when I assemble models, make jewelry, or sew.
- I can usually follow recipes for cooking or baking.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in English, social studies, and foreign language were mostly C's.
- My grades on book reports, themes, term papers, and oral reports were mostly C's.
- I know spelling, grammar, and punctuation well enough to notice and correct obvious mistakes.
- I am average when I play word games and work puzzles.
- I can follow printed instructions for making jewelry, assembling models, or sewing.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in English, social studies, and foreign language were mostly B's.
- My grades on book reports, themes, term papers, and oral reports were mostly B's.
- I seldom make grammatical errors in written work and notice them when others make them in writing or speaking.
- I have no difficulty in understanding the books I read in school or for pleasure.
- I am better than average when playing word games and working word puzzles.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in such subjects as English, social studies, and foreign language were mostly A's.
- I have won awards or recognition in writing, public speaking, or debating.
- My grades on book reports, themes, term papers, and oral reports were mostly A's.
- I have written articles for the school paper or for other publications.
- I often win at word games such as Scrabble or Password.
- I can solve crossword puzzles, anagrams, and other word problems quickly and correctly.

Note: If you are able to understand and work this exercise, you should rate yourself above Level 5.

Aptitude N: Numerical

Numerical Aptitude is the ability to do arithmetic operations quickly and correctly. It also includes the ability to solve arithmetic or story problems.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I had a lot of difficulty with most high school subjects which required the use of arithmetic.

- I have difficulty measuring things correctly.
- I have difficulty counting my change when I buy something at the store.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in mathematics and science were mostly D's.
- I can measure an object or figure its height, width, and depth.
- I can follow a receipe to measure and mix ingredients to cook or bake.
- I frequently have trouble balancing my checkbook.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in mathematics and science were mostly C's.
- I can add, subtract, multiply, and divide numbers with about average speed and accuracy.
- I have held a job (such as a paper route) which required me to keep correct records of money or materials.
- I have a hobby which requires correct use of mathematics.
- I can adjust the proportions of a recipe to increase or decrease the quantity to be prepared.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in mathematics and science were mostly B's.
- I can multiply and divide decimals and fractions quickly and correctly.
- I know how to use a slide rule or a pocket calculator with memory features.
- I can use formulas to compute areas, volumes, interest rates, etc.
- I can usually solve puzzles and word problems which require the use of mathematics quickly and correctly.
- I have a hobby which requires accurate use of mathematics.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in mathematics and science were mostly A's.
- I can use algebra and other advanced mathematics to find the answers to questions.
- I can use a slide rule or pocket calculator quickly and correctly to solve difficult problems in mathematics.
- I can solve puzzles and word problems which require the use of mathematics very quickly and correctly.

Aptitude S: Spatial

Spatial Aptitude is the ability to look at flat drawings or pictures of objects and form mental images of them in three dimensions--height, width, and depth. It includes the ability to see how an object shown in a flat drawing or picture would actually look as a solid object. This aptitude is required for such tasks as drawing or reading blueprints, or working solid geometry problems.

Clues

The clues listed below are related to each level of Aptitude S, Spatial.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have difficulty in working with drawings and diagrams or with sizes, shapes, and arrangements.
- I cannot accurately estimate such things as distance, height, weight, or speed.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in art, geometry, sewing, and mechanical drawing were mostly D's.
- I cannot draw, paint, or carve or mold figures very well.
- I can use a needle and thread to sew on buttons, hooks, patches, etc.
- I enjoy arranging things so that they look nice.
- I can arrange packages in a large container such as a grocery sack or a car trunk to make them fit.
- When I play chess, checkers, billiards, or shuffleboard, I seldom win.
- I seldom work block puzzles or jigsaw puzzles because I find them difficult.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in art, geometry, sewing, and mechanical drawing were mostly C's.
- I am average in drawing, painting, or sculpturing.
- I can dance (modern or ballet) well.
- I can sew clothes from a pattern.
- I am an average chess, checkers, billiards, or shuffleboard player.
- I can solve block and jigsaw puzzles but lose interest in the hard ones.
- I can usually read drawings or diagrams for assembling models or doing electrical work.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in art, geometry, sewing, and mechanical drawing were mostly B's.
- I can make my own clothing quite well.
- I can draw, paint, or sculpture better than average.
- I have won recognition or awards for modern or ballet dancing.
- I am a better than average chess, checkers, billiards, or shuffleboard player.
- I can solve block and jigsaw puzzles better than most people.
- I can read and understand electronic circuit diagrams. I can also assemble or repair radios or high fidelity components.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in art, geometry, sewing, and mechanical drawing were mostly A's.
- I have received awards or recognition for drawings, paintings, or sculpture.
- I have won awards or recognition for clothes designing or sewing.
- When I play chess, checkers, billiards, or shuffleboard, I usually win.
- I quickly solve difficult block puzzles and jigsaw puzzles.
- I have no difficulty in reading complicated wiring diagrams and drawings or blueprints.
- I assemble models from kits, repair radios or high fidelity components correctly and well.

Aptitude P: Form Perception

Form Perception is the ability to observe detail in objects or drawings and to notice differences in shapes or shadings. It includes the ability to notice detail in pictorial or graphic material and to make visual comparisons. It also includes the ability to see differences in shapes and figures or in the width or length of lines.

Clues

The clues listed below are related to each level of Aptitude P, Form Perception.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have difficulty in recognizing differences or likenesses in sizes or shapes.
- I never work puzzles which make me put things together.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in art, science, shorthand, and mechanical drawing were mostly D's.

- I seldom work jigsaw puzzles because I find them difficult.
- I have no difficulty in sorting nuts, bolts, screws, and similar items according to size and shape.
- I can iron clothing neatly.
- I can tell when fruits and vegetables are ready for picking.
- I seldom paint or do other art work because I do not like the way my work looks.
- I can repair and glue furniture parts, picture frames, and wooden objects.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in art, science, shorthand, and mechanical drawing were mostly C's.
- I can use a camera to take attractive photographs.
- I can usually solve jigsaw puzzles.
- I usually notice when pictures, mirrors, or other objects are slightly crooked.
- I can use a sewing machine and follow a pattern.
- I can identify cars by make, model, and year.
- I can identify trees from their shape, leaves, and bark.

Level 2: "I rate myself in the top ten but not in the top ten percent of people my age."

- My grades in art, science, shorthand, and mechanical drawing were mostly B's.
- I have won recognition or awards in photography or industrial arts.
- I can develop, print, and enlarge my own photographs.
- I can usually solve difficult jigsaw puzzles.
- I design clothing, furniture, toys, or models well.
- I can print or do other art work well.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in art, science, shorthand, and mechanical drawing were mostly A's.
- I can quickly see small differences in the shape or size of similar objects even when most people cannot.
- I can use a microscope to study the important details of biological specimens.
- I can solve difficult jigsaw puzzles very well.
- I have won recognition or awards for original design, such as clothing, furniture, or art work.

Aptitude Q: Clerical Perception

Clerical Perception is the ability to observe differences in printed or written copy, proofread words and numbers, and avoid careless numerical errors. It includes the ability to check--quickly, correctly, and at a glance--whether objects are properly made or tasks correctly done. Examples may include the following tasks.

- Making sure that a sewing machine is properly threaded.
- Inspecting an item for flaws.
- Checking whether assembled parts fit well together.
- Avoiding errors when copying materials.

Clues

The clues listed below are related to each level of Aptitude Q, Clerical Perception.

Level 5: "I rate myself in the lowest ten percent of people my age."

- School subjects which require figuring or close attention to detail were difficult for me.
- I have difficulty in finding misspelled words on a page.
- It is difficult for me to lock over a column of numbers and find any that are incorrect.
- I frequently have trouble balancing my checkbook.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in business subjects, English, and mathematics were mostly D's.
- I can usually follow recipes for cooking or baking.
- It is difficult for me to follow detailed instruction or keep accurate records.
- I make a lot of careless mistakes in spelling and arithmetic.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in business subjects, English, and mathematics were mostly C's.
- I can file materials according to the alphabet or some other system.
- I can follow written instructions to knit, crochet, weave, sew, cook a meal, or bake cookies.
- I can read diagrams and follow most instructions for assembling a model or a piece of equipment.
- When I play games that require a fast and accurate use of words and numbers, I am an average player.
- When I make mistakes in arithmetic and spelling, I usually notice them when I check my work.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in business subjects, English, and mathematics were mostly B's.
- I can copy records and reports quickly and correctly by hand or with a typewriter.
- I have done a good job as a club's secretary or treasurer, or as an athletic team's manager.
- I can use the card file to locate materials in the library quickly and correctly.
- As a newspaper carrier or cashier in a grocery store, I have kept records or handled money well.
- I can read and follow cooking or sewing instructions easily.
- I seldom make errors in spelling, punctuation, or simple arithmetic. I quickly notice such errors when others make them.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in business subjects, English, and mathematics were mostly A's.
- When I play games that require a fast and accurate use of numbers, I am an excellent player.
- I excel in hobbies which require following detailed instructions or diagrams.

Aptitude K: Motor Coordination

Motor Coordination is the ability to move the eyes and hands or fingers together to perform a task rapidly and correctly. This includes making the eyes and hands or fingers work together to perform tasks such as the following.

- Guide objects into position.
- Sort or assemble parts.
- Operate a typewriter or other office machine.
- Perform surgery or dental work in a rapid and accurate manner.
- Make accurate movements rapidly in response to a signal or an observation.

Clues

The clues listed below are related to each level of Aptitude K, Motor Coordination.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I cannot perform tasks that require fast and accurate use of my eyes, fingers, and hands.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in typing, shorthand, physical education, industrial arts, or home economics were mostly D's.
- My grades on shop projects were mostly D's.
- I can do physical work if it does not require precise movements.
- I am not active in sports.
- I have had part-time jobs such as washing cars, raking leaves, or doing general cleaning, and performed satisfactorily.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in typing, shorthand, physical education, industrial arts, or home economics were mostly C's.
- My grades on shop projects were mostly C's.
- I was active in varsity sports and was an average player.
- I have had part-time jobs such as delivering papers, taking care of lawns, or working at a drive-in, and performed well.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in typing, shorthand, physical education, industrial arts, or home economics were mostly B's.
- My grades on shop projects were mostly B's.
- I am a good ping-pong, golf, swimming, basketball, softball, or volleyball player.
- I can paint, sew, assemble models, knit, work fine metal or wood, play a musical instrument, or twirl a baton quite well.
- I have had part-time jobs as a typist, cashier, playground or assembly worker, and performed well.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in typing, shorthand, physical education, industrial arts, or home economics were mostly A's.
- My grades on shop projects were mostly A's.
- I excel in one or more sports such as ping-pong, golf, swimming, basketball, softball, or volleyball.
- I excel in dancing, painting, playing a musical instrument, or target shooting.

Aptitude F: Finger Dexterity

Finger Dexterity is the ability to move the fingers to work with small objects rapidly and correctly. It includes the ability to use the fingers to perform tasks such as the following.

- Surgery and dental work.
- Typing and taking shorthand.
- Playing a musical instrument.
- Doing fine work with hand tools.

Clues

The clues listed below are related to each level of Aptitude F, Finger Dexterity.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I cannot perform tasks which require small detailed work with my fingers.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in typing, shorthand, industrial arts, or home economics were mostly D's.
- I can mend my clothes or adjust hems.
- I can refinish furniture, pick berries, peel fruits, or prepare vegetables for cooking.
- I cannot do very fine work with my fingers very well.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in typing, shorthand, industrial arts, or home economics were mostly C's.
- I help make some of my clothes.
- I can build models, crochet, carve wood, assemble or repair small equipment fairly well.
- I can repair broken extension cords, leaky faucets, or broken toys.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in typing, shorthand, industrial arts, or home economics were mostly B's.
- I played in the school band or orchestra.
- I make many of my own clothes.
- I can build models, crochet, carve wood, assemble or repair small equipment, or sculpture quite well.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in typing, shorthand, industrial arts, or home economics were mostly A's.
- I have received awards or recognition as an instrumental musician.
- I can build models, sew, carve wood, assemble or repair small equipment, or sculpture expertly.

Aptitude M: Manual Dexterity

Manual Dexterity is the ability to move the hands with ease and skill and to work with the hands in placing and turning motions. It includes the ability to use the hands to perform tasks such as the following.

- Directing a band or orchestra.
- Designing displays or exhibits.
- Building models.
- Working as a juggler or acrobat.
- Making furniture.
- Operating shop equipment.
- Grooming pets.

Clues

The clues listed below are related to each level of Aptitude M, Manual Dexterity.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I cannot perform tasks which require the use of one or both of my hands quickly and correctly.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in physical education, home economics, industrial arts, or instrumental music were mostly D's.
- I can use a hammer or pliers to make simple repairs. I can also use a paint brush or roller to paint a room.
- I can wash windows and polish furniture well.
- I am not a very good volleyball, basketball, tennis, or baseball player.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in physical education, home economics, industrial arts, or instrumental music were mostly B's and C's.

- I do odd jobs around the house, such as repairing extension cords or decorating rooms and rearranging furniture.
- I can trim shrubbery, plant a garden, or use a power mower quite well.
- I am an active and average volleyball, basketball, tennis, or baseball player.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in physical education, home economics, industrial arts, or instrumental music were mostly A's and B's.
- I make many of my own clothes.
- I played an instrument in the school band or orchestra.
- I do magic tricks or puppetry well enough to entertain an audience.
- I perform well in activities such as juggling, judo, or gymnastics.
- I can use hand tools such as saws, screwdrivers, or paint brushes quite well.
- I am a good volleyball, basketball, or tennis player.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in physical education, home economics, industrial arts, or instrumental music were mostly A's.
- I can play one or more musical instruments very well.
- I have won recognition or awards in painting, carving, sculpturing, or industrial arts.
- I excel in such sports as volleyball, basketball, or tennis.

Aptitude E: Eye-Hand-Foot Coordination

Eye-Hand-Foot Coordination is the ability to move the hands and feet together in response to visual signals or observations which indicate the need to react. It includes such tasks as piloting a plane, driving a car or tractor, operating a duplicating machine, or playing ball.

Clues

The clues listed below are related to each level of Aptitude E, Eye-Hand-Foot Coordination.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have difficulty in sports which require running, jumping, or throwing and hitting a ball quickly or correctly.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in physical education were mostly D's.
- It would be very hard for me to play an instrument and do marching formations at the same time.
- I am not active in basketball, volleyball, tennis, or similar sports because I am not very good in them.
- I can mow the lawn, take care of the garden, bathe the dog, or do general housework.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in physical education were mostly B's and C's.
- I was in the marching band.
- I can ride a bicycle or operate a riding mower.
- I am an average tennis, volleyball, or basketball player.
- I can drive a car with a stick shift.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in physical education were mostly A's and B's.
- I can twirl a baton, ice-skate, ride a bicycle, or perform gymnastics quite well.
- I am a good tennis, volleyball, baseball, or basketball player.
- I have had dancing lessons and performed well in dance recitals.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in physical education were mostly A's.
- I have performed as a solo ballet dancer. I have also had advanced training in other forms of dance.
- I have won awards or recognition as a gymnast.
- I can play difficult music on the organ.
- I have won awards or special recognition for baton twirling.
- I excel in one or more of the sports which require use of eyes, hands, and feet.

Aptitude C: Color Discrimination

Color Discrimination is the ability to see likenesses or differences in colors or shades to identify or match colors and to select colors which go well together. It includes the ability to recognize harmonious, contrasting, or specific colors and shades in order to perform tasks such as the following.

- Art work or decorating.
- Analyzing chemicals, metals, or animal tissues.
- Mixing paints.

Clues

The clues listed below are related to each level of Aptitude C, Color Discrimination.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I cannot select colors that people say go well together.
- I prefer to buy clothes with someone's help to make sure that the colors go well together.
- I am color blind.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in art were mostly C's and D's.
- I have never taken art as an elective subject.
- When I plan my wardrobe, I usually need someone's help to make sure the colors go well together.
- I can see the difference between red and green traffic lights. However, it is difficult for me to see differences in colors which are not so bright and clear.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in art were mostly B's and C's.
- I take quite good colored pictures with my camera. I can recognize colors that are not sharp or clear.
- I plan my clothes so colors go well together.
- I have helped design scenery for a play.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in art were mostly A's and B's.
- I have designed some of my clothes.
- I am often asked to make posters for school activities or other events.
- I have selected the colors and the fabrics to decorate my own room or other rooms in the house.
- I can almost always recognize fine differences in color tones or shades.

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in art were mostly A's.
- I have won awards or recognition for painting or have sold some of my art work.
- I design my own clothes.
- I can easily tell differences between very similar tints and shadings of color.

The Aptitudes Index

On pages 36-38 you will find a table called the Aptitudes Index. This table shows the aptitudes and aptitude levels required by occupations in each of the Worker Trait Groups. For example, the first line shows that the occupations in the Literary Arts (such as Copy Writer or Editorial Writer) require General Aptitude and Verbal Aptitude comparable to the top third of the population. None of the other aptitudes are shown as important for occupations in this group. The 1-2 rating indicates that some occupations in the group require the top ten percent while others require the top third, not including the top ten percent.

This information is also included in each Worker Trait Group description in your Worker Trait Group Guide. However, the Aptitudes Index makes it possible for you to compare your aptitudes with the requirements of various Worker Trait Groups with much less time and effort. This will help you as you match your self-estimates with job requirements.

Comparing Your Aptitude Self-Estimates With Job Requirements

This part of Activity E will help you determine how well your aptitudes match those required by occupations you are exploring. It can also help you identify occupations which fit your aptitudes but which you haven't previously considered.

Directions: You will use the Aptitudes Index, your Aptitude Self-Estimate Record, the Aptitude Self-Estimate Strip, and the Worker Trait Group Chart for this part of Activity E. First, your instructor will give you a copy of the aptitude self-estimate strip like the one along the edge of page 35. Record the level of your estimate for each aptitude in the appropriate box. Put your name on the strip so it will not be lost. Be sure to check the aptitude numbers to be sure they are accurate, then place the strip on the Aptitudes Index so that each of your aptitude estimates lines up with the same aptitude on the Index. You can now slide the strip along the Index in order to compare your aptitude estimates with the requirements of any Worker Trait Group in which you have some interest, and to discover other groups which match your aptitude pattern. Do this by taking the following steps in the order shown:

Step 1. Line up your Aptitude Self-Estimate Strip with the Worker Trait Group in which you are most interested. The aptitudes which have entries in the boxes for that Worker Trait Group are the ones considered most important for occupations in that group. Compare your self-estimate with the requirements for each aptitude shown. If your self-estimate is equal to or higher than the level shown on the Aptitudes Index, write down the letter of that aptitude in the (+) side of column 4 on the Worker Trait Group Chart. Leave room on the chart to enter the letters for other aptitudes in the same space. (Remember that Level 1 is high and Level 5 is low.) If your aptitude level is lower than that shown on the Index, write down the letter for that aptitude on the (-) side in column 4. Complete this process for all aptitudes required by that Worker Trait Group.

Step 2. Slide your strip along the Aptitudes Index and repeat Step 1 for every Worker Trait Group in which you have some interest (those you marked with a check or a question mark in column 1).

Step 3. Now look at your Aptitude Self-Estimate Record on your aptitude record strip and find the aptitude or aptitudes on which you rated yourself the highest. Look at the Aptitudes Index and find any Worker Trait Groups which include that aptitude as being important. If you meet or exceed all of the aptitude levels related to that Worker Trait Group, write down the letters for the required aptitudes on the plus side of column 4 for the appropriate Worker Trait Group even though you had not indicated an interest in the group earlier. Use your judgment as you complete this step, and do not record aptitudes for any Worker Trait Group which you would obviously dislike or be unwilling to prepare for. You may also want to record your aptitudes for a group that looks interesting, even if you have an aptitude estimate on the minus side.

APTITUDE SELF-ESTIMATE RECORD

Directions: In the box below, each aptitude is listed. Place an X in the column indicating the level at which you rate yourself for each aptitude. Compare yourself with the general working population. Read the aptitude descriptions and definition at each level. Be as accurate as you can. An accurate record will help you in your career exploration.

After you have estimated your level for each aptitude, write those LEVEL NUMBERS in the proper boxes on the Aptitude Self-Estimate Strip your instructor will provide. You will then be ready to relate your aptitude self-estimates to Worker Trait Group aptitude requirements.

APTITUDES		LOWEST THIRD		MIDDLE THIRD	HIGHEST THIRD	
		10%	23%	33%	23%	10%
		Level 5	Level 4	Level 3	Level 2	Level 1
General	G					
Verbal	V					
Numerical	N					
Spatial	S					
Form Perception	P					
Clerical Perception	Q					
Motor Coordination	K					
Finger Dexterity	F					
Manual Dexterity	M					
Eye-Hand-Foot Coordination	E					
Color Discrimination	C					

Your instructor will give you an Aptitude Self-Estimate Strip like the one below. Use it to record the level of your Aptitude Estimates in the appropriate boxes. You will need the strip to use with the charts on the following pages.

RECORD THE LEVEL NUMBER HERE ➤											
APTITUDE CODE	G	V	N	S	P	Q	K	F	M	E	C

APTITUDES INDEX

	WORKER TRAIT GROUP	KEY APTITUDES BY LEVEL										
No.	Title	G	V	N	S	P	Q	K	F	M	E	C
01.01	Literary Arts	1-2	1-2									
01.02	Visual Arts	2-3			2	2		2-3	1-2-3	2-3		2
01.03	Performing Arts: Drama	2	2									
01.04	Performing Arts: Music	1-2-3	1-2-3			2-3	2-3	2	2	2	1-2	
01.05	Performing Arts: Dance	2-3			2-3			2-3			1-2	
01.06	Technical Arts	3			2-3	2-3		3	2-3	3		3
01.07	Amusement	3	3									
01.08	Modeling	3-4						3-4		3-4		
02.01	Physical Sciences	1	1	1-2	2	3	3					3
02.02	Life Sciences	1	1-2	1-2	1-2-3	1-2-3			2-3	3		3
02.03	Medical Sciences	1	1-2	1-2	1-2	1-2		2-3	1-2			3
02.04	Laboratory Technology	2-3		2-3	3	2-3	3-4	3	3	3		3
03.01	Managerial Work: Nature	2-3	3	3	3-4		3-4					
03.02	General Supervision: Nature	3	3	3	3					3		
03.03	Animal Training and Care	3-4	3-4			3-4		3-4	3-4	3	3-4	
03.04	Elementary Work: Nature					3-4		3-4	4	3		
04.01	Safety and Law Enforcement	2-3	2-3			3-4	3					
04.02	Security Services	3	3			3-4	4	3-4		3-4		
05.01	Engineering	1-2	1-2	1-2	2	2-3						
05.02	Managerial Work: Mechanical	2	2	2-3	2-3	3	3					
05.03	Engineering Technology	2-3		2-3	2-3	2-3	3	2-3	2-3	3		
05.04	Air and Water Vehicle Operation	2	2-3	2-3	2	2-3	3	3	3-4	3	3	

APTITUDES INDEX

	WORKER TRAIT GROUP	KEY APTITUDES BY LEVEL										
No.	Title	G	V	N	S	P	Q	K	F	M	E	C
05.05	Craft Technology	3		3	2-3	2-3		3	3	2-3		
05.06	Systems Operation	3	3	3	3-4		3-4	3-4		3-4		
05.07	Quality Control	3		3-4	3	3				3-4		
05.08	Land Vehicle Operation	3			3			3		3	3	4
05.09	Materials Control	3	3	3			3			3-4		
05.10	Skilled Hand and Machine Work			3-4	3	3		3	3-4	3		
05.11	Equipment Operation	3			3			3		3	3-4	
05.12	Elemental Work: Mechanical				3-4	3-4		3-4		3		
06.01	Production Technology	3		3	3	3		3	3	3		
06.02	Production Work	3		3-4	3-4	3		3-4	3-4	3		
06.03	Production Control	3			3-4	3		3-4	3-4	3		
06.04	Elemental Work: Industrial				4	3-4		3-4	3-4	3		
07.01	Administrative Detail	2-3	2-3	3			2-3					
07.02	Mathematical Detail	3	3	3			2-3					
07.03	Financial Detail	3	3	3			3		3-4			
07.04	Information Processing — Speaking	3	3	3-4			2-3	3-4				
07.05	Information Processing — Records	3	3	3-4			2-3		3-4			
07.06	Clerical Machine Operation	3					2-3	2-3	3	3-4		
07.07	Clerical Handling	3-4	3-4				3		3-4	3-4		
08.01	Sales Technology	2-3	2-3	2-3		3	3					
08.02	General Sales	3	3	3			3					
08.03	Vending	4	4	3-4					3-4	3-4		

APTITUDES INDEX

	WORKER TRAIT GROUP	KEY APTITUDES BY LEVEL										
No.	Title	G	V	N	S	P	Q	K	F	M	E	C
09.01	Hospitality Services	3	3				3-4					
09.02	Barbering and Beauty Services	3	3		3	2-3		2	3	3		3
09.03	Passenger Services	3		3-4	3			3		3	3	
09.04	Customer Services	3-4	3-4	3-4			3-4	3-4	4	3-4		
09.05	Attendant Services	3-4	3-4						4	3-4		
10.01	Social Services	1-2	1-2	3								
10.02	Nursing and Therapy Services	2	2-3	2-3	3	3	3-4	3-4	3	3		3-4
10.03	Child and Adult Care	3	3				3-4	3-4	3-4	3		
11.01	Mathematics and Statistics	1-2	1-2	1-2	2		2					
11.02	Educational and Library Services	1-2	1-2	3			2-3					
11.03	Social Research	1-2	1-2	2-3			2-4					
11.04	Law	1-2	1	1-3			3					
11.05	Business Administration	2	2	2-3			3					
11.06	Finance	2	2	2			2-3					
11.07	Services Administration	2	2	3			3					
11.08	Communications	1-2	1	3			3					
11.09	Promotion	2	2	2-3			3-4					
11.10	Regulations Enforcement	2-3	2-3	3	3-4	3-4	3					
11.11	Business Management	2-3	2-3	3		3-4	3					
11.12	Contracts and Claims	2	2	3			3					
12.01	Sports	3	3-4		3-4	3-4	3-4	2	2	2	1	
12.02	Physical Feats	3			2	3		2-3	2-3	2-3	1-2	

Some Important Things to Remember

1. The aptitudes related to the Worker Trait Groups relate to the types of skills and abilities required by workers in that field.

2. The level of aptitude listed on the Aptitudes Index indicates the level rated for average satisfactory performance.

3. When your aptitude levels are lower than those listed for Worker Trait Groups you are exploring, it means you MAY have difficulty in learning the types of skills or knowledge required. It does not mean that you cannot learn them.

4. Interest and motivation are very important in developing skills. They can help to overcome difficulties you may have because of lower aptitude levels.

5. You may have special abilities not measured or defined by the aptitudes used in this activity. Art and music are two examples. You should identify Worker Trait Groups related to any such special abilities you possess.

6. Estimating your aptitudes is a helpful experience. In areas where you have had more experience, your estimates are usually better. When your experience is limited, your estimates may be less valid. If you feel you have had limited experience in areas related to any of the aptitudes, be sure to discuss it with your instructor.

7. Remember, what you have written down are only estimates based on experiences or abilities you recall. If, later on, you remember experiences you have had, or if you have new experiences which indicate that you possess certain aptitudes at a higher or lower level than you estimated, you should change your estimates. You should then reexamine the Aptitudes Index, using your corrected aptitude self-estimates.

ACTIVITY F

Areas of Knowledge and Competency

Introduction

People can increase their knowledge and skills through experiences in school, work, play, special training, or life. Such experiences build competencies that can be helpful in various occupations.

Competencies gained through any of these experiences can help you identify occupational preferences. For example, typing can relate to different types of clerical occupations; biology can relate to various health occupations. Recognizing your competencies can help you decide whether or not you are ready to enter an occupation or to get more training.

This activity will help you learn more about the relation of your knowledge and skill to Worker Trait Groups or occupations you are exploring or may want to investigate.

Credentials and Competencies

The things that you can do well are called your competencies. You develop competencies through education, training, work experience, and hobbies and other activities and experiences. Sometimes as you develop competencies you receive written or other evidence, such as a diploma, a license, or an award to show what you have accomplished. These are called credentials and can be used to show what you should be able to do.

> Watch the filmstrip "Credentials and Competencies: Get Ready, Get Set--Go!" This filmstrip will help you understand your competencies and credentials and how you can use them in career planning.

The filmstrip should help you answer questions such as the following, which you may want to discuss with fellow students:

1. What kinds of credentials can a person acquire?
2. How can credentials be acquired?
3. What credentials may be required by law?
4. Why would an employer be interested in your credentials?
5. Will credentials help you keep a job once you get it?
6. Is school the only place where competencies and credentials can be acquired?

Identifying Your Areas of Knowledge and Competency

The Knowledge and Competencies Checklist has been developed to help you think about and make a record of your knowledge and competencies which may be important in your career planning. The Checklist has been organized so that you can relate your competencies to school subject areas. This will make it easier, after you complete the Checklist, to relate your self-estimates to Worker Trait Groups and to specific occupations.

Complete the Knowledge and Competencies Checklist on the following page. Try to think of all school subjects, work experiences, hobbies, and other life experiences which have helped you develop useful knowledge and skills.

The knowledge and skills that you have learned in the past can be used in various occupations. These could have been acquired in school or from work experience, hobbies, activities, or other experiences.

Directions: **The next page is a list of the 56 most common school** subject areas. Please indicate if you have taken courses or have had other personal or work experience related to any of these areas. You may do this either by placing a check (✓) in the box under the type of experience you have had; or you may do it by writing a brief entry in the proper column (for example, under School Courses or Special Training, you might write "H.S.," "Col.," or "Com. Col." to show where you got your training; under Hobbies or Activities, etc., you might write "Much reading" on line 2; or under Part-Time or Full-Time Employment, you might write "Baby Sitting" on Line 29 or "Stock Person" on line 36). As you complete each line, check one of the Rating boxes to indicate your estimated level of knowledge and competence in this subject area. Use the following code:

1 - I know more than most people.
2 - I know an average amount.
3 - I have some useful knowledge of the area but am probably below average.
4 - I know nothing or very little about the area.

KNOWLEDGE AND COMPETENCIES CHECKLIST

School Subject Areas		Competencies Gained Through			Estimated Level of Competence			
		Courses or Training	Hobbies or Activities or Life Exper.	Part-Time or Full-Time Employment	High 1	Avg. 2	Low 3	Little or None 4
Language	1. Language Skills (English)							
	2. Literature							
	3. Composition (Writing)							
	4. Speech							
	5. Foreign Languages							
Math	6. Basic Math Skills							
	7. Algebra/Geometry							
	8. Advanced Math							
Science	9. Biological Sciences							
	10. Chemistry							
	11. Physics							
	12. Earth/Space Sciences							
Social Studies	13. History							
	14. Government							
	15. Sociology							
	16. Geography							
Health and Phys. Ed.	17. Health							
	18. Physical Education							
Art	19. Studio Arts and Crafts							
	20. Drama							
	21. Music							
Industrial Arts	22. Manufacturing							
	23. Product Services							
	24. Transportation							
	25. Construction							
	26. Communications							
	27. Energy/Power Systems							

School Subject Areas		Competencies Gained Through			Estimated Level of Competence			
		Courses or Training	Hobbies or Activities or Life Exper.	Part-Time or Full-Time Employment	High 1	Avg. 2	Low 3	Little or None 4
Home Economics	28. Consumer and Home-Making							
	29. Child Care							
	30. Food Management							
	31. Clothing, Textiles, Home Furnishings							
	32. Institutional and Home Management							
Agriculture	33. Agricultural Production							
	34. Agricultural Services							
	35. Mechanics (Agricultural)							
Distributive Education	36. General Merchandising and Marketing							
	37. Services (Distributive)							
	38. Finances (Distributive)							
Health	39. Medical-Dental Technology							
	40. Nursing Care							
Office	41. Accounting							
	42. General Clerical							
	43. Secretarial and Typing							
	44. Data Processing							
Technical and Industrial	45. Air Conditioning and Refrigeration							
	46. Appliance Repair/Small Engine Repair							
	47. Automotive Services and Diesel							
	48. Commercial Art/Photography/ Graphic Art							
	49. Construction and Maintenance							
	50. Drafting							
	51. Electrical/Electronic							
	52. Metalworking							
	53. Personal Services							
	54. Quantity Food							
	55. Textile/Leather/Upholstering							
	56. Woodworking							

43

Relating Your Knowledge and Competency Estimates to the Worker Trait Groups

In order to make use of the information you have just recorded about your areas of knowledge and competence, it will be helpful if you relate this information to the requirements of the Worker Trait Groups. The following step-by-step suggestions will help you use this information in career planning.

Directions: Step 1. Look at your School Subject-Worker Trait Group Chart. The chart shows the school subjects related to each Worker Trait Group. Read the "Directions" and the "Code Definitions" boxes on the chart carefully. Keep your chart available for reference as you move to Step 2.

Step 2. Turn to the Worker Trait Group Chart and locate column 5, "Areas of Knowledge and Competency." For each Worker Trait Group which you are considering, look up the related school subjects on the School Subject-Worker Trait Group Chart. Now, one at a time, locate each related school subject area on your Knowledge and Competencies Checklist. (They are numbered the same on the chart and the checklist.) If you rated this subject area 1 or 2 (in the last four columns of the checklist), put the identification number of this area (1 through 56) in the (+) side of column 5 of the chart. If you rated it 3 or 4, put the identification number in the (-) side of column 5.

Step 3. Repeat Step 2 for each Worker Trait Group you are considering.

You now have information concerning which of your school courses, work experience, and other experiences may help qualify you for occupations or Worker Trait Groups you are considering. In order to locate other fields of work for which your schooling and other experiences may help qualify you, complete the following instructions.

Directions: Step 1. Identify the knowledge and skill areas in which you believe that you have special competence. These should have ratings of "1" on your Knowledge and Competence Checklist. Now look at the School Subject-Worker Trait Group Chart and find your Worker Trait Groups that have an "A" relationship to those subject areas. Record your rating ("1") on the (+) side of column 5 of the Worker Trait Group Chart for the Worker Trait Group in question. If this box in column 5 is already filled (from the previous exercise), go on to the next area you gave a "1" rating and repeat Step 1, above. Repeat this process for every Worker Trait Group related to "1" ratings on your Knowledge and Competencies Checklist, unless you would obviously dislike or be unwilling to prepare for a job in that Worker Trait Group.

Step 2. For each Worker Trait Group for which you have entered a "1" rating, look up the balance of the related school subject areas and write their identification number (1-56) in the (+) or (-) side of column 5 according to instructions in the previous exercise (1 or 2 = +; 3 or 4 = -).

SCHOOL SUBJECT – WORKER TRAIT GROUP CHART

DIRECTIONS

1. To identify the Worker Trait Groups related to subjects you prefer, follow the rows of your chosen subjects across the chart. The codes A or B appear in the columns of the Worker Trait Groups related to the subjects.

2. To identify the subjects related to the Worker Trait Groups which interest you, follow the columns of your chosen Worker Trait Groups down the chart. The codes A or B appear in the rows of the subjects related to the Worker Trait Groups.

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		SCHOOL SUBJECTS	01 01 Literary Arts	01 02 Visual Arts	01 03 Performing Arts Drama	01 04 Performing Arts Music	01 05 Performing Arts Dance	01 06 Technical Arts	01 07 Amusement	01 08 Modeling	02 01 Physical Sciences	02 02 Life Sciences	02 03 Medical Sciences	02 04 Laboratory Technology	03 01 Managerial Work Nature	03 02 General Supervision Nature	03 03 Animal Training and Care	03 04 Elemental Work Nature	04 01 Safety and Law Enforcement	04 02 Security Services	05 01 Engineering	05 02 Managerial Work Mechanical	05 03 Engineering Technology	05 04 Air and Water Vehicle Operation	05 05 Craft Technology	05 06 Systems Operation	05 07 Quality Control	05 08 Land Vehicle Operation	05 09 Materials Control	05 10 Skilled Hand and Machine Work	05 11 Equipment Operation	05 12 Elemental Work Mechanical	06 01 Production Technology	06 02 Production Work	06 03 Production Control	06 04 Elemental Work Industrial
ACADEMIC	Language	1 Language Skills	A																	B																
		2 Literature	B																																	
		3 Composition	A																																	
		4 Speech			B																															
		5 Foreign Languages																																		
	Math	6 Basic Math Skills													B							B			B	B	B	B	B	B			B	B	B	
		7 Algebra / Geometry									B			B							A		B													
		8 Advanced Math									B	B	B	B							A		B	B												
	Science	9 Biological Sciences										A	A	B	B																					
		10 Chemistry									B	B	B	A							A															
		11 Physics									A		B	B							A		B	B												
		12 Earth / Space Sciences									A																									
	Social Studies	13 History																																		
		14 Government																	B																	
		15 Sociology																	B																	
		16 Geography									B													B												
	Health and Physical Education	17 Health										B	B																							
		18 Physical Education					B			B									B	B																
	Art	19 Studio Arts and Crafts		A				B																												
		20 Drama			A																															
		21 Music				A																														
	Industrial Arts	22 Manufacturing		B				B														B	B	B		B				B		B	B	B	B	B
		23 Product Services																				B	B			B				B		B				
		24 Transportation																				B		B	B	B			B			B	B			
		25 Construction																				B		B		B							B			
		26 Communications		B																		B	B	B		B				B			B			
		27 Energy / Power Systems																				B				B	B			B			B	B	B	
	Home Economics	28 Consumer and Homemaking								B			B													B				B			B	B		B
		29 Child Care																																		
		30 Food Management																							A					A						
		31 Clothing, Textiles, Home Furnishings						A																	A									A		A
		32 Institutional & Home Management																														A				
	Agriculture	33 Agricultural Production										A			A	A	A	A																		
		34 Agricultural Services													A	A		A																		
		35 Mechanics														A		A							A					A						
	Distributive Education	36 General Merchandising & Marketing		A																																
		37 Services																																		
		38 Finances																																		
	Health	39 Medical-Dental Technology												A											A											
		40 Nursing Care																																		
	Office	41 Accounting																																		
		42 General Clerical																													A		A			
		43 Secretarial & Typing																																		
		44 Data Processing																																		
VOCATIONAL	Technical and Industrial	45 Air Conditioning & Refrigeration																							A											
		46 Appliance Repair / Small Engine Repair																							A					A						
		47 Automotive Services and Diesel																							A					A						
		48 Commercial Art / Photography / Graphic Art		A				A																	A					A						
		49 Construction and Maintenance																							A					A		A				
		50 Drafting																					A													
		51 Electrical / Electronic																							A	A				A			A			
		52 Metalworking																							A					A		A	A	A	A	A
		53 Personal Services																																		
		54 Quantity Food																							A					A		A		A		A
		55 Textile / Leather / Upholstering																							A								A	A	A	A
		56 Woodworking																							A					A				A		

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SCHOOL SUBJECT – WORKER TRAIT GROUP CHART

CODE DEFINITIONS

Code A The subject and the Worker Trait Group are directly related. The content, knowledge, and skills taught in the subject are essential to workers in the group of occupations.

Code B The subject and the Worker Trait Group are indirectly related. The knowledge and skills taught in the subject are helpful to workers in this group of occupations.

SCHOOL SUBJECTS			07 01 Administrative Detail	07 02 Mathematical Detail	07 03 Financial Detail	07 04 Information Processing-Speaking	07 05 Information Processing-Records	07 06 Clerical Machine Operation	07 07 Clerical Handling	08 01 Sales Technology	08 02 General Sales	08 03 Vending	09 01 Hospitality Services	09 02 Barbering and Beauty Services	09 03 Passenger Services	09 04 Customer Services	09 05 Attendant Services	10 01 Social Services	10 02 Nursing and Therapy Services	10 03 Child and Adult Care	11 01 Mathematics and Statistics	11 02 Educational and Library Services	11 03 Social Research	11 04 Law	11 05 Business Administration	11 06 Finance	11 07 Services Administration	11 08 Communications	11 09 Promotion	11 10 Regulations Enforcement	11 11 Business Management	11 12 Contacts and Claims	12 01 Sports	12 02 Physical Feats
1 Language Skills	Language	ACADEMIC	B				B	B			B	B		B				B				A	B	B	B		B	A	B	B	B		
2 Literature																						A											
3 Composition																						A	B				B	A					
4 Speech																		A				A		A	B		B		B				
5 Foreign Languages																						A						A					
6 Basic Math Skills	Math		B	A	B	B	B	B	B		B	B				B						A			B	A	B		B	B	B		
7 Algebra / Geometry																					A	A											
8 Advanced Math																					A	A											
9 Biological Sciences	Science																		A			A											
10 Chemistry																			B			A											
11 Physics																						A											
12 Earth / Space Sciences																						A											
13 History	Social Studies																					A	A	B									
14 Government																						A	A	B	B				B				
15 Sociology																		A	B			A	A	B	B		A		B				
16 Geography																						A											
17 Health	Health and Physical Education																	B	B	B		A					B						
18 Physical Education																						A									A	A	
19 Studio Arts and Crafts	Art																					A											
20 Drama																						A											
21 Music																						A											
22 Manufacturing	Industrial Arts																					A											
23 Product Services																						A											
24 Transportation														B								A											
25 Construction																						A											
26 Communications								B														A											
27 Energy / Power Systems																						A											
28 Consumer and Homemaking	Home Economics										B		B			B	B	B	B			A											
29 Child Care																			A			A											
30 Food Management													A			A	A					A								A			
31 Clothing, Textiles, Home Furnishings																						A											
32 Institutional & Home Management													A						A			A											
33 Agricultural Production	Agriculture																					A											
34 Agricultural Services																						A				A							
35 Mechanics																						A											
36 General Merchandising & Marketing	Distributive Education				A					A	A					A						A					A		A				
37 Services					A	A				A	A					A	A					A							A				
38 Finances			A	A						A												A			A					A			
39 Medical-Dental Technology	Health																			A		A											
40 Nursing Care																			A	A		A											
41 Accounting	Office			A	A				A													A			A								
42 General Clerical			A	A		A	A			A												A											
43 Secretarial & Typing			A					A	A													A											
44 Data Processing									A											A	A	A											
45 Air Conditioning & Refrigeration	Technical and Industrial																					A											
46 Appliance Repair / Small Engine Repair																						A											
47 Automotive Services and Diesel																						A											
48 Commercial Art / Photography / Graphic Art																						A											
49 Construction and Maintenance																						A											
50 Drafting																						A											
51 Electrical / Electronic																						A											
52 Metalworking																						A											
52 Personal Services														A			A					A											
54 Quantity Food													A			A	A					A								A			
55 Textile / Leather / Upholstering																						A											
56 Woodworking																						A											

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ACTIVITY G

Working Conditions and Physical Demands

Introduction

The working conditions and physical demands of a job can affect the satisfaction and success of a worker. Working conditions include temperature, sounds, smells, sights, and humidity. Physical demands are what a worker must do, such as sitting, standing, climbing, lifting, talking, hearing, and seeing. A person in a meat packing plant may be required to work in cold temperatures. A beauty operator may need to stand most of the time. Any of the working conditions or physical demands may make an occupation undesirable for some people.

> Watch the filmstrip, "Working Conditions and Physical Demands." The filmstrip shows how the work setting can affect the worker.

This activity will help you identify the conditions and demands that you do and do not want in an occupation. You can also relate this information to Worker Trait Groups.

Identifying the Different Working Conditions and Physical Demands

Some occupations require people to work under conditions that may or may not be desirable. Some jobs require working inside and others require working outside. Also some jobs require physical demands such as doing heavy lifting or a lot of climbing. Before you choose an occupation, you should know what working conditions or physical demands would or would not be satisfactory to you.

Below are a list and an explanation of the working conditions and physical demands that are related to occupations. The code numbers which are shown will be used later on as you add to your record of things that may be important in your career plan.

Working Conditions		Physical Demands	
I	Inside	S	Sedentary Work (Sitting)
O	Outside	L	Light Work
B	Both	M	Medium Work
2	Extremes of cold	H	Heavy Work
3	Extremes of heat	V	Very Heavy Work
4	Wet and Humid	2	Climbing or Balancing
5	Noise and Vibrations	3	Stooping, Kneeling
6	Hazards	4	Reaching, Handling
7	Fumes, Odors	5	Talking and/or Hearing
		6	Seeing

Code	Working Conditions
	Work Setting (Inside, Outside, or Both)
I	Inside: Protection from weather conditions but not always from temperature changes. Workers spend about 75% or more of their time inside.
O	Outside: No effective protection from weather conditions. Workers spend about 75% or more of their time outside.
B	Both: Inside and outside. Workers spend about 50% of their time inside and 50% of their time outside.
2	Extremes of Cold Plus Temperature Changes
	Extremes of cold: Temperatures low enough to cause noticeable bodily discomfort unless the worker is provided with exceptional protection.
	Temperature changes: Changes in temperature which are marked and abrupt, causing bodily reactions.
3	Extremes of Heat Plus Temperature Changes
	Extremes of heat: Temperatures high enough to cause noticeable bodily discomfort unless the worker is provided with exceptional protection.
	Temperature changes: Changes in temperature which are marked and abrupt, causing bodily reactions.
4	Wet and Humid
	Wet: Contact with water or other liquids
	Humid: Moisture content of the atmosphere high enough to cause bodily discomfort.
5	Noise and Vibrations
	Enough noise to cause distraction or possible injury to the sense of hearing. Enough vibrations to cause bodily harm if endured day after day. These vibrations produce movement or strain on the body or its extremities from repeated motion or shock.
6	Hazards
	Situations in which the worker is exposed to the certain risk of bodily injury.

50

Code	Working Conditions
7	Fumes, Odors, Toxic Conditions, Dust, and Poor Ventilation

Fumes: Smoke or vapors, usually strong smelling, thrown off as the result of burning or chemical reaction.

Odors: Foul smells, either toxic or nontoxic.

Toxic conditions: Exposure to poisoning dust, fumes, gases, vapors, mists, or liquids causing disabling conditions. These conditions happen as a result of breathing the substance or its action on the skin.

Dust: Air filled with small particles of any kind. The particles may include textile dust, flour, wood, leather, feathers, silica, asbestos, etc. This condition makes the place of work unpleasant or the source of diseases.

Poor Ventilation: Not enough movement of air, causing a feeling of suffocation or exposure to drafts.

Code	Physical Demands

Strength Activities (Lifting, Carrying, Pushing, Pulling)

S — Sedentary Work: Sedentary work usually involves sitting, but may often involve walking and standing. Objects lifted and/or carried, such as record and account books or small tools, may weight no more than 10 pounds (4.5 kg).

L — Light Work: Light work means lifting objects weighing no more than 20 pounds (9 kg). It involves frequent lifting and carrying of objects weighing up to 10 pounds (4.5 kg). Jobs may be considered light work if they require a lot of walking or standing. These jobs may involve sitting most of the time while using arms and legs for pushing and pulling.

M — Medium Work: Medium work means lifting objects weighing no more than 50 pounds (22.5 kg). It involves frequent lifting and carrying of objects weighing no more than 25 pounds (11.4 kg).

H — Heavy Work: Heavy work means lifting objects weighing no more than 100 pounds (45 kg). It involves frequent lifting and carrying of objects weighing no more than 50 pounds (22.5 kg).

Code	Physical Demands
V	Very Heavy Work: Very heavy work means lifting objects weighing more than 100 pounds (45 kg). It involves frequent lifting and carrying of objects weighing 50 pounds (22.5 kg) or more.
2	Climbing and/or Balancing Climbing: Going up or down ladders, stairs, scaffolding (a raised structure to hold workers or building materials), ramps, poles, ropes, etc. It involves using feet and legs and/or hands and arms. Balancing: Maintaining control of the body to keep from falling when walking, standing, crouching, running or performing gymnastic feats. This activity is done on narrow, slippery, or moving surfaces.
3	Stooping, Kneeling, Crouching, and/or Crawling Stooping: Curving the body downward and forward by bending the spine at the waist. Kneeling: Getting down on the knee or knees. Crouching: Curving the body downward and forward by bending the legs and spine. Crawling: Moving about on the hands and knees or hands and feet.
4	Reaching, Handling, Fingering, and/or Feeling Reaching: Stretching out the hands and arms in any direction. Handling: Taking hold of an object, turning it, or otherwise working with the hand or hands. It does not include fingering. Fingering: Picking, pinching, or otherwise working mostly with fingers rather than with the whole hand as in handling. Feeling: Becoming aware of the size, shape, temperature, or texture of objects and materials by using the hands and fingertips.
5	Talking and/or Hearing Talking: Expressing or exchanging ideas by means of the spoken word. Hearing: Perceiving sounds and/or information by means of the ear.

Code | Physical Demands

6 Seeing.

Becoming aware of the shape, size, distance, motion, or color of objects by using the eyes. The major functions of the eyes are defined as follows:

Acuity: Far--having a clear vision at 20 feet or more. Near--having a clear vision at 20 inches or less.

Depth perception: Recognizing the length, width, or thickness of objects. Judging distance and space relationship so as to see objects where and as they actually are.

Field of vision: Seeing the surrounding area, up and down and right and left, while the eyes are fixed on a given point.

Accommodation: Adjusting the eye's lens to bring an object into sharp focus. This is especially important when doing close work at varying distances from the eye.

Color vision: Seeing likenesses and differences among colors.

Thinking About Working Conditions and Physical Demands

Think about and discuss the different types of working conditions. Use the following questions as a guide.

a. What experiences have you had with each of the working conditions?
b. Name at least one occupation which illustrates each working condition.
c. What influences do working conditions have on the selection of an occupation?
d. What working conditions would be difficult or unpleasant for you? Why?
e. What working conditions would be acceptable to you if required by a job?

Now think about and discuss the different types of physical demands using the following questions as a guide.

a. What experiences have you had with each of the physical demands?
b. Where have you observed workers who meet these demands?
c. For each demand, name at least one occupation in which that demand would be important.
d. What influences do physical handicaps have on the selection of an occupation?
e. What demand(s) would be difficult or unpleasant for you? Why?
f. What demand(s) would you prefer to be a major part of your work? Why?

WORKING CONDITIONS AND PHYSICAL DEMANDS

Directions: Below is a list of occupations and the codes for the various working conditions and physical demands. Put a circle around the codes for the conditions and demands that you think are related to each occupation.

Occupation	Working Conditions	Physical Demands
Painter	I O B 2 3 4 5 6 7	S L M H V 2 3 4 5 6
Traffic Officer	I O B 2 3 4 5 6 7	S L M H V 2 3 4 5 6
	I O B 2 3 4 5 6 7	S L M H V 2 3 4 5 6
	I O B 2 3 4 5 6 7	S L M H V 2 3 4 5 6
	I O B 2 3 4 5 6 7	S L M H V 2 3 4 5 6
	I O B 2 3 4 5 6 7	S L M H V 2 3 4 5 6
	I O B 2 3 4 5 6 7	S L M H V 2 3 4 5 6
	I O B 2 3 4 5 6 7	S L M H V 2 3 4 5 6

Directions: On the lines below, put a circle around the working conditions and physical demands that would be acceptable to you and that you would desire to have in an occupation. Leave unmarked those which do not really make a difference to you. Cross out those you do not like.

Working Conditions I O B 2 3 4 5 6 7

Physical Demands S L M H V 2 3 4 5 6

PHYSICAL ENVIRONMENT INDEX

Directions: Look at the Physical Environment Index on page 55. Information is given to show the Physical Demands and the Working Conditions that are related to each Worker Trait Group. Refer to your Worker Trait Group Chart. In column 6 of each Worker Trait Group you are considering, put a + if all Working Conditions and Physical Demands are acceptable to you. If any of the required Working Conditions are unacceptable to you, enter UC and the code for the unacceptable conditions. (Example UC7 - Fumes or Dust.) If any Physical Demand is unacceptable, enter PD and the code for the unacceptable demand. (Example PDV - Very Heavy Lifting.)

The following index lists the Worker Trait Groups in numerical order. The related types of physical demands and working conditions are given for each group. You can use this index to see which physical demands and which working conditions are present in the Worker Trait Groups you are exploring.

When a letter or "X" appears below a code number, most occupations in the Worker Trait Group have the physical demand or working condition indicated. Not all of the physical demands or working conditions listed are important for every occupation in the group, but some combination of them is needed for each occupation.

PHYSICAL ENVIRONMENT INDEX

	WORKER TRAIT GROUP	Types of Physical Demands						Types of Working Conditions						
No.	Title	1	2	3	4	5	6	1	2	3	4	5	6	7
01.01	Literary Arts	S				X	X	I						
01.02	Visual Arts	SL			X	X	X	I						
01.03	Performing Arts: Drama	L				X	X	I						
01.04	Performing Arts: Music	L			X	X	X	I						
01.05	Performing Arts: Dance	L	X	X		X	X	I						
01.06	Technical Arts	SL			X		X	I						
01.07	Amusement	SL			X	X	X	IO						
01.08	Modeling	L				X	X	IB						
02.01	Physical Sciences	L			X		X	IB						
02.02	Life Sciences	L			X		X	IB						
02.03	Medical Sciences	L			X	X	X	I						
02.04	Laboratory Technology	L			X	X	X	I						
03.01	Managerial Work: Nature	LM		X	X	X	X	OB						
03.02	General Supervision: Nature	LM		X	X	X	X	O						
03.03	Animal Training and Care	LM		X	X	X	X	OB						
03.04	Elemental Work: Nature	MH	X	X	X	X	X	O						
04.01	Safety and Law Enforcement	SL	X	X	X	X	X	IB		X	X		X	X
04.02	Security Services	LM			X	X	X	IB					X	
05.01	Engineering	SL			X	X	X	IB						
05.02	Managerial Work: Mechanical	SL			X	X	X	IB						
05.03	Engineering Technology	SL			X	X	X	IOB						
05.04	Air and Water Vehicle Operation	L			X	X	X	IB					X	

PHYSICAL ENVIRONMENT INDEX

	WORKER TRAIT GROUP	Types of Physical Demands						Types of Working Conditions						
No.	Title	1	2	3	4	5	6	1	2	3	4	5	6	7
05.05	Craft Technology	LM		X	X		X	IOB						
05.06	Systems Operation	LM			X	X	X	IOB				X		
05.07	Quality Control	L		X	X		X	IOB					X	
05.08	Land Vehicle Operation	LMH			X	X	X	IB						
05.09	Materials Control	LM			X	X	X	I						
05.10	Skilled Hand and Machine Work	LMH		X	X		X	I						
05.11	Equipment Operation	LMH			X	X	X	OB				X		
05.12	Elemental Work: Mechanical	LMH		X	X		X	IOB						
06.01	Production Technology	LM			X	X	X	I				X		
06.02	Production Work	LMH			X	X	X	I				X		
06.03	Production Control	L			X		X	I				X		
06.04	Elemental Work: Industrial	LMH			X		X	I				X		
07.01	Administrative Detail	SL			X	X	X	I						
07.02	Mathematical Detail	SL			X		X	I						
07.03	Financial Detail	SL			X	X	X	I						
07.04	Information Processing — Speaking	SL			X	X		I						
07.05	Information Processing — Records	SL			X	X	X	I						
07.06	Clerical Machine Operation	S			X	X	X	I						
07.07	Clerical Handling	SL			X		X	I						
08.01	Sales Technology	SL				X	X	I						
08.02	General Sales	SLM			X	X	X	I						
08.03	Vending	LM			X	X	X	IB						

PHYSICAL ENVIRONMENT INDEX

	WORKER TRAIT GROUP	Types of Physical Demands						Types of Working Conditions						
No.	Title	1	2	3	4	5	6	1	2	3	4	5	6	7
09.01	Hospitality Services	L			X	X	X	I						
09.02	Barbering and Beauty Services	L			X	X	X	I						
09.03	Passenger Services	LM			X	X	X	I						
09.04	Customer Services	LM			X	X		I						
09.05	Attendant Services	LM			X	X		I						
10.01	Social Services	SL				X	X	I						
10.02	Nursing and Therapy Services	LM			X	X	X	I						
10.03	Child and Adult Care	LM			X	X	X	I						
11.01	Mathematics and Statistics	S					X	I						
11.02	Educational and Library Services	SL			X	X	X	I						
11.03	Social Research	SL				X	X	I						
11.04	Law	SL				X	X	I						
11.05	Business Administration	S				X	X	I						
11.06	Finance	S				X	X	I						
11.07	Services Administration	S				X	X	I						
11.08	Communications	S				X	X	I						
11.09	Promotion	SL				X	X	I						
11.10	Regulations Enforcement	L				X	X	IB						
11.11	Business Management	SL				X	X	IB						
11.12	Contracts and Claims	SL				X	X	I						
12.01	Sports	LMH	X	X	X	X	X	OB					X	
12.02	Physical Feats	LMH	X	X	X	X	X	IB					X	

57

ACTIVITY H

Preparing a Personal Profile

Introduction

In previous activities you have examined work activities, work situations, aptitudes, school subjects, working conditions, and physical demands. This activity will help you summarize this information and build your personal profile. You can change any of the ideas you had earlier if you think you have changed your mind or if they are no longer appropriate. On your personal profile, put down what you think is most important. This will help you establish an occupational preference. Only you can decide what is important and not important--what you want as well as what you don't want.

PERSONAL PROFILE

Directions: On the form below, list under the positive side the things you prefer and want to include in an occupation. Under the negative side, list the things that you want to avoid in an occupation. Both are important. You will need to review your results for Activities C through G.

POSITIVE "What I Am" (List things you prefer and want to include in your occupation.)	NEGATIVE "What I Am Not" (List things that are not important to you or that you want to avoid in your occupation.)
Activity C Work Activities	Work Activities
Activity D Work Situations	Work Situations
Activity E Aptitudes	Aptitudes
Activity F Areas of Knowledge and Competency	Areas of Knowledge and Competency
Activity G Working Conditions and Physical Demands	Working Conditions and Physical Demands

ACTIVITY I

Exploring Occupations

Introduction

Arriving at an occupational preference, which is the objective of this module, requires (1) the collection and use of information about yourself and information about the world of work, and (2) relating what you know about yourself to the requirements of fields of work and specific occupations you are considering.

The self-study activities you have already completed will help you select occupations to explore. This activity (Exploring Occupations) will provide you with informational materials and a system so that you can use the information you have about yourself to identify occupations you want to know more about.

Following is a list of materials that will help you in your exploration:

1. Your own copy of the Worker Trait Group Chart
2. Worker Trait Group Guide
3. Worker Trait Group Evaluation Chart
4. Guide for Occupational Exploration (GOE)
5. Dictionary of Occupational Titles (DOT)
6. Occupational Outlook Handbook
7. Occupational Exploration Plan
8. Occupational Information Summary Sheet

Your instructor will identify additional career information resources available to you and will help you learn how to use such resources.

Good hunting!

Identifying Worker Trait Groups for Further Exploration

Since you already have organized your personal data in terms of the Worker Trait Groups, your next task in determining your occupational preference is to identify the Worker Trait Groups you want to explore further.

Directions: Turn to your Worker Trait Group Chart. Examine all of the personal information you have recorded in columns 1 through 6 for each Worker Trait Group. As you review your self-ratings for each group, decide whether or not you are interested in learning about one or more specific occupations in that group as a possible occupational preference. If you want to explore any group further, place a check mark in column 7. Make certain that you do not overlook any Worker Trait Group that may have an occupation you should consider; but do not waste time examining any group which you would obviously not like or be willing to prepare for.

Locating Specific Occupations in the Worker Trait Groups Selected

Once you have selected one or more Worker Trait Groups for further exploration, you need to do two things. First, you need to determine how well your qualifications match the requirements of the Worker Trait Group. Second, you need to identify specific occupations in the Worker Trait Group that you want to examine in more detail.

Directions: Turn to the Table of Contents of your Worker Trait Group Guide and locate the page number for each group that you checked in column 7 of your Worker Trait Group Chart. Read the information about each of these Worker Trait Groups and use the Worker Trait Group Evaluation Chart on the following page to record your findings as follows.

1. In column 1, write the number and title of each Worker Trait Group you plan to investigate. Use a separate line for each group.

2. In columns 2 through 5 indicate how well you think you would fit into the Worker Trait Group with respect to the Worker Trait Group sections shown at the top of each column. Use the information you recorded about yourself on your Worker Trait Group Chart plus any other information you recall as you read the Worker Trait Group description. In each column (2 through 5) write a + if the group seems appropriate for you, a - if it is not, or a ? if you are not sure.

3. If you appear to fit into the group, use column 6 to write the number and title for the Worker Trait Group you want to explore. Read the Worker Trait Group description and then look at the occupations at the end of each Worker Trait Group you select. A complete list of the occupations in each Worker Trait Group can be found in the Guide for Occupational Exploration, at the end of every Work Group description. The work groups in the Guide for Occupational Exploration have code numbers and titles which are identical to the Worker Trait Groups you have been using.

4. Use the Occupational Exploration Plan to list the specific occupations you want to explore. Then use the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and other sources of information such as occupational briefs, bound books, etc.

Ask your instructor for help if you need it.

WORKER TRAIT GROUP EVALUATION CHART

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Worker Trait Group Number and Title	Work Performed +,−,?	Worker Requirements +,−,?	Clues +,−,?	Preparation and Training +,−,?	WTGs to Explore Yes or No

OCCUPATIONAL EXPLORATION PLAN

WTG #	Occupational Title	DOT #

Exploring Specific Occupations

You are now ready to locate and study more detailed information about specific occupations for which you think you may qualify. You will use as many sources of information as possible. Your instructor will identify sources, such as career information files and audiovisual materials, available to you within the school and will help you learn how to use them.

In addition to information materials you can locate in the school, there are other sources of occupational information you may want to explore. Some examples are:

- the public library
- the guidance centers in your community
- local labor unions or professional organizations
- workers in the occupation who are willing to talk about their job
- employers who may be willing to talk to you about job opportunities and requirements or to let you observe people at work on jobs you are considering
- group field trip to a work place
- luncheon clubs or service organizations which are interested in career planning activities

Your instructor will help you learn about such sources of occupational information which may be available to you.

In addition to learning as much as possible about an occupation, it is important that you learn whether or not job opportunities may be available, either at your present location or somewhere you would be willing to relocate.

Directions: Select an occupation you wish to examine. Use an Occupational Information Summary Sheet for each occupation to record the information that you find in the career information files. Then look for and write down additional information you can get from any of the other sources suggested above. Fill out a summary sheet for every occupation that you wish to consider.

OCCUPATIONAL INFORMATION SUMMARY

Title of Occupation _____ **WTG#** _____

Directions: As you read the information about an occupation, write down a summary of the important points related to the following categories. You may need more than one source to find all the information.

Source/Reference

Specific Work Performed

Specific Skills Required

Work Setting

Employment Outlook

Advancement Opportunities

Education, Training and Entry

Other Personal Qualifications

Rewards

ACTIVITY J

Identifying an Occupational Preference

Introduction

This activity will help you identify an occupation that seems to be the most appropriate at this time. This process should be based on accurate information about yourself, about the occupation, and about the possibility of finding such a job. The effort you give to identifying your occupational preference can be very important to you.

Stating an occupational preference does not mean that you cannot change your mind or that you will never change occupations in the future. You will change as you get more experience. Successful experiences in an occupation can help you to move toward successful experiences in other occupations.

Comparing the Advantages and Disadvantages of Occupations Being Considered

Once you have completed an Occupational Information Summary (Activity I) for each occupation you are seriously considering, you are ready to select and compare those which appear to be best for you.

JOB COMPARISON SHEET

Directions: Review your Occupational Information Summary Sheets and pick out from two to four occupations that you believe would be the best for you. In the spaces on the Job Comparison Sheet, list the advantages and disadvantages of each. Consider your qualifications, the requirements of the job, and the availability of such jobs. Keep your information about each job separate on the form so that you can compare one with another in order to select the one which seems best for you.

Occupation	Advantages	Disadvantages

Your final task is to identify the occupation which seems the best for you at this time.

Directions: After you compare the advantages and disadvantages of each occupation, select the occupation which seems the most appropriate and write your reasons for selecting this occupation in the Occupational Preference Summary below.

OCCUPATIONAL PREFERENCE SUMMARY

Occupational Preference _____

My reasons for selecting this occupation:

Appendix B:

Student Handbook for Module B

Student Name _____
Term/Date _____
Instructor _____

EDUCATIONAL PLANNING COURSE

Student Handbook for Module B
Developing a Career Plan

Educational Development Task #1:
Adults Making the Commitment to Return to School

May 1985

Lifelong Learning Program
Appalachia Educational Laboratory
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Charleston, West Virginia 25325

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TABLE OF CONTENTS

	Page
Introduction	1
Activity A: Competencies and Credentials	2
Activity B: Preparation Requirements	4
Activity C: Work Values	8
Activity D: Making a Tentative Career Plan	11
Activity E: Deciding	13
Activity F: Taking the Next Step	17

DEVELOPING A CAREER PLAN

INTRODUCTION

The purpose of this handbook is to help you prepare a plan of action that will increase your chances of securing your preferred occupation and reaching your long-range career goals. The process of preparing a career plan will help you find the best way to get from where you are to where you want to be.

The activities which make up this handbook will help you

- to consider the competencies and credentials needed for the occupation in question,
- to explore training opportunities or other ways to acquire the needed competencies and credentials,
- to identify the values that you want to achieve through your occupation,
- to develop a plan of action,
- to decide on your plan, and
- to take the first step.

ACTIVITY A

Competencies and Credentials

Introduction

As you learned in Activity F of Module A, the things you can do well are called your competencies. You develop competencies through education, training, work experience, hobbies and other activities and experiences. Your competencies consist of the knowledge and skills you have developed as a result of all such experience. Credentials are things such as diplomas, certificates, awards, licenses, or other evidence of your past accomplishments. Credentials indicate what you should be able to do.

When you apply for a job, you will need to convince the employer that you have the competencies needed to perform the work successfully. You are more likely to be hired if you have credentials which convince the employer of your knowledge and skills.

Identifying the Competencies and Credentials Related to Your Occupational Preference

Knowing what competencies and credentials are useful for your occupational preference is important. Activity A will help you identify the competencies and credentials you will find useful for obtaining and keeping a job in your preferred occupation.

COMPETENCIES AND CREDENTIALS

Directions: Using the Dictionary of Occupational Titles and the Occupational Outlook Handbook, find the competencies and credentials useful for your occupational preference. Summarize the information in the spaces provided.

A. Occupational preference:

Occupational Title _____ DOT Number _____

B. Competencies (What tasks does the worker perform? What special knowledge or skills does the worker need? Are any physical competencies important? What courses or training are needed or useful?)

_____

_____

_____

_____

_____

C. Credentials (What diploma, certificate, license, work experience, age, training, apprenticeship, school courses, special permits, etc. are needed or useful?)

_____

_____

_____

_____

_____

_____

ACTIVITY B

Preparation Requirements

Introduction

The preparation requirements of occupations vary greatly from one type of occupation to another. All occupations require educational development of a general nature which assures that the worker has reasoning skills and the ability to follow instructions at the level the job requires. This is known as General Educational Development (GED) and is acquired in school or from experience or self-directed study. Many occupations also require specialized preparation which is usually acquired through training or work experience. Some occupations require little or no specialized training or experience.

Employers want workers who have the competencies needed to perform quality work. Activity B will help you identify the general educational development level and special training and experience requirements of your preferred occupation and identify steps you may need to take to meet such preparation requirements.

Learning About General Education, Training, and Experience Resources

As you plan for education, training, or experience to help qualify you for your occupational preference, you may want to consider one or more of the following resources:

A. Government Training Programs

Some training programs are financed by the federal government and offer many services to trainees. Information about these programs can be obtained from the local office of your State Employment and Training Services.

Job Corps
Neighborhood Youth Corps (NYC)
Job Training Partnership Act (JTPA)

B. Two-Year Colleges

Junior and community colleges meet the needs of many people through a variety of programs. University extension centers also offer these two-year programs. Students can transfer credits to a four-year college if they wish to continue their education. Usually, two-year colleges are less expensive than four-year colleges.

C. Technical Institutes

Many people enroll in technical institutes on a full-time basis. Others enroll on a part-time basis at the same time that they carry on a full-time job. Two-year training programs may include such areas of study as:

Drafting	Medical Laboratory Work
Practical Nursing	Bookkeeping
Real Estate	Dental Assistant

D. Independent Study

Many people acquire new skills and increase their knowledge through independent study at home. Through work experience and self-study, they work their way up to better positions and higher pay.

E. Apprenticeship Programs

By federal law, these programs combine at least two years of work experience and 144 hours per year of related classroom instruction. Apprentices must work under a written agreement registered with the state apprenticeship council. The following list includes some of the occupations apprentices may learn in these programs.

Bricklayer	Pipe Fitter	Watchmaker
Carpenter	Cement Mason	Printer
Plumber	Cosmetologist	Upholsterer

Further information can be obtained from Apprenticehsip Information Centers.

F. Colleges and Universities

Most professional occupations require a college degree. There are more than 3,200 colleges and universities in the United States. Admission procedures differ from college to college. Public schools are less expensive than private schools. People going to state colleges in a state other than their state of residence often pay a higher fee. Some colleges have work-study programs which combine campus study with terms of full-time employment. Lovejoy's College Guides (Clarence E. Lovejoy, Simon & Schuster, New York) is a useful reference book for college bound students.

G. Correspondence Courses

Home study courses teach such skills as photography, typing, drafting, bookkeeping, hotel management, and tailoring. If the course is taken in hopes of qualifying for a job, it is wise to check with the potential employer before enrolling. Schools offering the courses should be approved and accredited by the National Home Study Council.

H. On-the-Job Training Program by Business, Industry, or Labor

These programs train workers in the skills needed by the company. Some programs are offered only to new employees who are paid a salary while being trained. Some companies offer training programs, usually free, to potential employees. Programs vary in time according to the course content. Many major corporations offer such programs.

I. Military Service

Many people further their education and training through military service. This training can be used in some civilian occupations. The United States Armed Forces Institute offers correspondence courses. The Institute helps servicemen and servicewomen obtain credit for their work. A person may use the training obtained in the military to enter occupations in civilian life or to gain advanced status in a college or other training program.

K. Homemaking and/or Child Rearing

High schools, community colleges, and adult education programs offer courses in home economics and child rearing. In order to meet their financial needs, many people combine this option with others.

L. Civic and Community Organizations

Civic and community work is usually done on a volunteer basis. People who achieve their goals through this option usually use other ways to meet their financial needs.

M. Special Local Programs (information to be provided by your instructor)

Identifying Programs You Should Consider

As you explore these programs in relation to your occupational preference, consider the following points:

- Which program relates the most to your interests and abilities?
- What program seems more likely to help you develop the competencies and credentials you need to reach your occupational goal?
- What are the local opportunities available to you for the education or training needed?

Take time to explore information available about the programs that interest you. Use the following questions to look at each opportunity.

- Do you have the necessary qualifications to enter training? If not, what can you do to acquire them?
- How long does training last? Can you arrange your schedule to attend? Can you manage transportation?
- How about income--can you manage finances while you are in training? What type of help may be available?
- Where can you learn more about the program?

Be sure to keep a file of published information and your personal notes about any program you may want to consider further as you develop your career plan.

PREPARATION REQUIREMENTS

Identifying GED Requirements of Your Occupational Preference

Directions: Use the Worker Trait Group Guide and find the Worker Trait Group page that includes your occupational preference. Read the section called General Education Development (GED). Turn to page 423 for an explanation of the GED levels. Below, write down the general educational development that is most related to your occupational preference.

General Educational Development

_____

_____

_____

_____

_____

_____

Do you believe that you need more specialized training or experience for your occupational preference?

___ Yes ___ No ___ I don't know

In the space provided, list the programs you want to explore.

Programs to Explore

ACTIVITY C

Work Values

Introduction

The purpose of this activity is to help you determine the things that are important to you as you develop your career plans. Your occupation can help you gain satisfaction throughout your life. Through your work you can achieve or obtain things that you want and believe to be important. A work value is something that is important to you and can be achieved through work. As an example, if helping other people is important and gives you a feeling of satisfaction, then helping others is one of your work values. Different occupations give you the opportunity to help other people in a variety of ways.

Identifying Your Work Values

Your work values give meaning to your work and to your life. It is important to identify what you wish to receive from your work. This activity will help you identify the important values that you want to achieve through your work.

WORK VALUES

Directions: 1. On the checklist below, show how important each value is to you by placing an "X" in the appropriate box in front of each value. Answer as you feel, not as you think you should feel. Do not think about any particular occupation as you are giving your answers.

2. If you have work values which are not included in the list, write them in as items 17 through 20 and mark an "X" to show how important they are to you.

3. Look again at the checklist and your answers. Pick several of the values that you believe are most important to you and list them in the space provided at the end of the checklist. Then pick several of the values that are least important to you and list them.

Very Important	Important	Not Too Important	Not Important At All	
( )	( )	( )	( )	1. Stability: Working with familiar things and situations. Suggests routine, order, and lack of change.
( )	( )	( )	( )	2. Artistic-Aesthetic Expression: Designing, working with, or producing pleasing or beautiful things.
( )	( )	( )	( )	3. Recognition: Being known by people, being given respect or having status or prestige.
( )	( )	( )	( )	4. Satisfactory Working Conditions: Desiring to have pleasant work surroundings.
( )	( )	( )	( )	5. Independence: Being free to plan one's work and move at one's own speed.
( )	( )	( )	( )	6. Adventure: Doing exciting things sometimes involving risk, danger, or the unknown.
( )	( )	( )	( )	7. Leadership: Planning, laying out, managing, or influencing the work of others.
( )	( )	( )	( )	8. Achievement: A sense of well-being from doing a job well.

Very Important	Important	Not Too Important	Not Important At All		
( )	( )	( )	( )	9.	Social Service: Helping others and being concerned for their interests.
( )	( )	( )	( )	10.	Creativity: Inventing, designing, developing new ideas or things.
( )	( )	( )	( )	11.	Security: Having steady work.
( )	( )	( )	( )	12.	High income: Receiving more money than needed for normal living costs.
( )	( )	( )	( )	13.	Variety: Having the chance to do different tasks and activities.
( )	( )	( )	( )	14.	Intellectual Satisfaction: Using mental ability, solving problems.
( )	( )	( )	( )	15.	Satisfactory Co-Workers: Working with people you like.
( )	( )	( )	( )	16.	Solitude: Working alone, or not very closely with others.
( )	( )	( )	( )	17.	_____
( )	( )	( )	( )	18.	_____
( )	( )	( )	( )	19.	_____
( )	( )	( )	( )	20.	_____

Most Important Values	Least Important Values
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ACTIVITY D

Making a Tentative Career Plan

Introduction

A satisfactory career plan needs to specify the steps to be taken to reach your goal or occupational preference. A goal is only a dream if you do not have a plan for reaching it. Such a plan should show the steps that will lead to the goal, and also when those steps should be taken. A plan is always tentative. It becomes a reality, step by step, as you take action.

Activity D will help you make a career plan that you can use to achieve your occupational preference. Your plan should show step by step, the action steps you plan to take and when you think they should be taken.

MAKING A TENTATIVE CAREER PLAN

Preparing Your Plan

Directions: In the space below, list the action steps that you think you should take to achieve your occupational preference. In the space provided, show when you think you should start and complete each step. Some of the dates may overlap.

Reviewing Your Plan

Directions: When you have completed your career plan, review it carefully. Ask yourself if it is workable. Will it enable you to reach your goal? Are there employment opportunities related to your plan? Can you think of any different and better steps to achieve the same career goal? Make any modifications you feel would make your plan more workable.

CAREER PLAN

Steps to be Taken	Time Required	Date (If Known) Start	Complete

ACTIVITY E

Deciding

Introduction

When a person decides to buy something, he or she should determine if the value received is worth the cost. Also the person needs to know if the product is available and if financial resources allow the purchase. A commitment is then made and money and goods exchange hands. Deciding on each step in your career plan is similar to buying something and may be much more important. The value received should be worth the cost to you in time, effort, and money. Also, such things as transportation, time, and money need to be available. Consideration should also be given to the chances you will have for securing employment when you become qualified and available. Activity E will help you think through these concerns.

Evaluating Your Career Plan

When you make any decision, it is important to find out if the benefits received are going to be worth the price to be paid. This is the best way to verify that the plan is practical and that the resources needed are available. This process is called evaluation and it can be applied to your career plan.

As you examine your career plan you may find some steps that you are not sure you can do. For example, if you need training, you may not know if or where it is available. Or, you may not know if jobs related to your preference are available near where you live.

Be sure to modify your plan, as needed, on the basis of your evaluation of it and the questions you have raised and answered in Activity E. This is important before you make the big decision to take action on your plan.

DECIDING

Directions: Look at the career plan that you made in Activity D. In the space below, list the benefits you will receive if you complete the plan. Also, list the price you will need to pay, such as: time, money, effort, not being able to do other things, or having to leave home in order to secure employment.

Benefits of Completing Career Plan	Price I Need to Pay

Directions: Make a list of questions that you believe need to be answered before you decide to follow your career plan.

Information Needed Before Deciding to Follow Career Plan

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Directions: Seek information that you need to answer your questions about your career plan. You might get information by calling someone, making a visit, or by some other way. Your instructor should be able to help you locate answers. Below record your answers to the questions (in the same order as they are listed above.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Making the Big Decision

You now have a great deal of information at hand to help you make a major decision: whether or not to take action on the plan you have developed or to seek a different solution to your career concern. Your answers to the following questions will help you decide:

1. Does your career plan seem to be a good, workable one for you?

___ Yes ___ No ___ I don't know

2. If not, is your occupational preference still reasonable for you?

___ Yes ___ No ___ I don't know

If your answer to question 1 is yes, you are ready to move ahead on your career plan. (See Activity F, Taking the First Step.)

If your answer to question 1 is no or I don't know, and your answer to question 2 is yes, you should carefully review Activity D and revise your career plan, using information you secured in Activity E and elsewhere to try to make your plan more realistic.

If your answer to question 1 is no or I don't know and your answer to question 2 is also no or I don't know, you may want to review various activities in Modules A and B and see if you can identify a different occupational preference which is a better match for all of the things you have learned about yourself and the world of work. You will then need to develop a new career plan to fit this occupational preference.

The time for decision is at hand! Check one of the following and then take action accordingly:

___ I am satisfied with my plan and will move ahead on it.

___ I am not satisfied, or still have some questions, and will explore further before moving ahead.

Do not move ahead to Activity F until you can sincerely check the first of the above alternatives.

ACTIVITY F

Taking the Next Step

To make your career plan a reality, you must take action on it, one step at a time. As you move ahead, keep in mind that the plan can always be modified on the basis of new information, new insights, or new interests you may acquire. As you complete each step, it is well to review where you are and to reconfirm or revise your next step.

Four possible alternatives may face you as a logical next step. The plan you have just completed (Activity D) and decided to follow (Activity E) will dictate which of the following alternatives is the course of action you should take.

1. You need additional general education or specialized training to increase your competencies and credentials to the level required for your occupational preference. Your first step may be to locate and enroll in an appropriate training program. Your instructor or counselor will be glad to work with you as you select, seek admission, and progress in a training program.

2. You are qualified for your occupational preference but need assistance in locating, applying for, and securing employment. If so, your first step may be to enroll in Module C, Preparing for Job Hunting, which is available as part of this program.

3. You are qualified for your occupational preference and feel ready to look for a job. If so, your first step may be to talk with your instructor to make certain you have the job-hunting skills you need. You will then either enroll in Module C or proceed to locate and apply for work.

4. You are qualified for your occupational preference and already know a potential employer who has job openings you can fill. If so, your first step may be to apply for work with the employer in question.

Activity F consists of actually initiating action on the first step of your plan. Good luck!

Appendix C:

Student Handbook for Module C

Student Name _____
Term/Date _____
Instructor _____

EDUCATIONAL PLANNING COURSE

Student Handbook for Module C
Preparing for Job Hunting

Educational Development Task #1:
Adults Making the Commitment to Return to School

May 1985

Lifelong Learning Program
Appalachia Educational Laboratory
Post Office Box 1348
Charleston, West Virginia 25325

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TABLE OF CONTENTS

	Page
Introduction	1
Activity A: Locating and Using Job Search Resources	2
Activity B: Preparing a Resumé	7
Activity C: Making Employer Contacts	11
Activity D: Assessing Job-Holding Skills	20
Activity E: Planning for Job Hunting	23

PREPARING FOR JOB HUNTING

INTRODUCTION

The primary purpose of this handbook is to help you develop a plan for becoming employed. Prior to enrolling in this module you should already have established an occupational preference, developed a career plan, and acquired the competencies and credentials necessary for employment in the occupation of your choice.

Various skills are needed for becoming employed and for staying employed. You need to know where and how to search for job openings and how to make favorable contacts with employers. Once on the job, you will need to learn the tasks you will be expected to perform and also the rules, regulations, and established practices within which you will be expected to function.

This handbook has been designed to help you prepare for job hunting and job holding in accordance with your career plan.

ACTIVITY A

Locating and Using Job Search Resources

Introduction

Finding a job opening can be time consuming and frustrating. Searching takes hard and continuous effort. There are many resources that can lead you to job openings. Activity A is designed to help you identify and make proper use of these resources.

Some sources of job information are formal, which means that they are especially set up to attract qualified applicants and fill job openings. Other sources are informal, and while they may lead you to job openings, that is not their primary purpose.

Formal Sources

Help Wanted Ads

Help wanted ads are usually found in newspapers, both daily and Sunday, with the more complete listings usually in Sunday editions. Job openings may be listed in random order or alphabetically by type of work. The order of listing can often be misleading. For example, you might have to look for a manager for a fast food restaurant kitchen under R (Restaurant), F (Fast Food), K (Kitchen), or M (Managers). Because of this, it is important that you scan the entire Want-Ad section when looking for a job in your preferred occupation.

Directions: Read the following "Help Wanted" ads. Note their random listing. Refer to the definitions of commonly used abbreviations until you can understand the meaning of each ad.

HELP WANTED

SALES. Real Estate. Licensed Salesperson. Neat Appearance. Apt. Rentals. Large Complexes. Per Diem & good commission. Free to travel. – Phone 4-8-249-2467.

DRIVER Class 1. Must know local bay area. $3 hr. to start. Mr. Bishop 873-1093.

BOAT Maintenance and Outfitting for Marine Yacht Dealer. Must be experienced all phases of yacht work. Full time, year-round position. Short resume to P. O. Box 1305, Sausalito.

SALES - TELEPHONE – Sell office supplies. Top comm. sched. No Returns. Exp. or strong voice. Call Mr. Peterson 485-1488, 665-331.

GUARDS. Security. San Bruno area, full & p/time. 1-45 Bondable. $4.20/hour. 533-1107

HELP WANTED

GUARDS. San Francisco. Must be 21. 342-7751.

HAIRDRESSER. Exprd. blow styling. Salary + comm. 1st class Burlingame shop. Please call 348-8833.

COLLECTION Clerk exp. not nec. p/t 20-25 hrs/wk. hrly. wage. Mellow working atmosphere. Call Mike Sal, 363-6668.

CLERK Typist. No exp. necessary. Type 50 WPM. For appt. 421-2923. National American Insurance Co. M/F Equal Opportunity Employer.

GIRL FRI. Fast So. S. F. mfg. Bkpg. a/r - a/p. order desk. 5 day/wk. 8 - 4:30. 781-2362

GIRL FRIDAY Receptionist. Lite typing customer contact. Call Jill at 892-5000

TRUCK DRIVER. Call 123-4567 for details.

COMMON ABBREVIATIONS

advc.	— advancement
appt.	— appointment
apt.	— apartment
a/r - a/p.	— accounts receivable/ accounts payable
bene.	— benefits
bkpg.	— bookkeeping
comm.	— commission
exp.	— experience
expd., exprd.	— experienced
gd.	— good
grad.	— graduate
hr.	— hour
hrly.	— hourly
hrs./wk	— hours per week
HSG	— high school graduate
ins.	— insurance
lite	— light
mfg.	— manufacturing
mo.	— month
M/F	— male or female
nec.	— necessary
oppty.	— opportunity
per diem.	— expense allotment for each day
p/t	— part-time
sal.	— salary
sch.	— school
sched.	— schedule
wk.	— week
wpm.	— words per minute
yng.	— young
yr.	— year

Directions: Read the "Help Wanted" ads of your local newspaper and identify job openings related to your occupational preference. If you find any, bring them to class for examination and discussion.

State Employment Agencies

The State Employment Agency in your area keeps a list of current job openings, both in your community and in other cities and states. The Employment Service also offers aptitude testing and counseling. The counseling offered relates to career guidance and job placement rather than personal adjustment or family problems. There is no fee for these services.

County, City, and Private Personnel Offices

County and city governments, private agencies, large companies, and institutions usually process job applications through their personnel departments. These personnel offices maintain a comprehensive list of the positions existing in their organization as well as a list of current job openings. They often screen applicants and refer the best ones to the department head or supervisor who does the actual hiring. Since they receive large numbers of applications you may find yourself competing with many other applicants. There is no fee.

Civil Service Commission

The U.S. Civil Service Commission operates a network of job information centers throughout the country, usually in large cities. Toll free numbers of these centers are available by requesting the pamphlet "Federal Job Information Centers" from the U.S. Government Printing Office in Washington, D.C. The Civil Service centers provide a list of job descriptions and qualifications needed. They also administer Civil Service Examinations which are required for many federal occupations. The large number of applicants makes competition stiff. Prospective employers make their preliminary selection only from your test results and the information supplied on your written application.

Private Employment Agencies

There are private employment services in most cities. They provide information concerning job openings and arrange interviews with prospective employers. Since their concern is to make money, they will work hard to find job opportunities for you, although it may not always be to your advantage to accept the job suggested. The fee for these services may be paid by the employer or by the applicant. Read the application form carefully as it may be a contract which tells you what percentage of your salary you will owe for the service. In any event, be sure that the charges are made clear before you accept the service.

Placement Offices

Many colleges, universities, community colleges, technical schools, trade schools, and proprietary schools provide job placement services for their students. If you so request, a file of your transcript, pertinent records, letters of recommendation, and other job-related information will be sent to prospective employers. Such placement offices arrange interviews with employers who come to the school. Some schools provide the service for graduates only. Usually there is no fee or a very reasonable one.

Informal Sources

The following are examples of informal sources which may help you locate job opportunities:

Source	Help Provided
News Media	News items concerning employment opportunities
Yellow Pages	Index of Businesses (and other categories)
Friends and Relatives	Leads to possible job openings
Professional Journals, Newsletters, and Trade Magazines	Information about trends and job openings
Employers In-House Newsletter	Information about job opportunities, expansion plans, etc.
Public Libraries	Business and Industry Directories, newsletters, etc.
Directories	Names, addresses, phone numbers of key people in various job fields
Informal Interviews	Field trips, visits by company representatives, and other informal contacts provide job information and clues to job openings
Unions	Employers may be contacted through unions Some hiring is done through union offices
Special Interest Groups Chamber of Commerce Rotary, Lions, Kiwanis, etc. Business and Prof. Womens Club, Altrusa, etc.	Such groups frequently provide special services for job hunters

LOCATING AND USING JOB SEARCH RESOURCES

Directions: Locate and make a list of the names, addresses, and telephone numbers of agencies and offices in your area that would be appropriate to contact for jobs in the field of your occupational preference.

Formal Sources to be Used

1.

2.

3.

4.

5.

6.

Directions: Make a list of specific informal sources that you plan to use in seeking a job. Include addresses and telephone numbers.

Informal Sources to be Used

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ACTIVITY B

Preparing a Resumé

Introduction

Once you have contacted an employer, you must convince that employer that you have the necessary qualifications for the job. The most efficient and time-saving way to do this is to develop a resumé. A resumé is a summary of personal data and includes your competencies and credentials. Activity B is designed to help you organize your personal data in the form of a resumé.

What to Include in a Resumé

The following kinds of information are suggestions for what might be included in a resumé. Some, such as identification information, should be included in all resumés. Other suggestions may not always be pertinent and may be omitted.

1. Identification information (name, address, Social Security Number, telephone number, or how you can be reached, height, weight, health record, marital status, when you are available for employment).

2. Education and/or training (school courses and grades if the information is pertinent, vocational or other special training or professional education, etc.) List degrees, diplomas, or other credentials received.

3. Work experience (dates, employers, tasks performed, machinery or equipment operated, reason for leaving job). Be sure all time is accounted for, including military service or periods of unemployment.

4. Vocational goals (both immediate and long range).

5. Hobbies and interests (use of leisure time).

6. Summary of qualifications for job sought (related work or other experience, related training, including instructor's rating, pertinent test scores, specific credentials, etc.).

7. References (name, address, telephone number, or how individual can be reached). Be sure the people you list are willing to give you a reference.

Depending on the kind of job you are seeking, you can include other types of information. People in such fields as education, social science, and literature may add the category "Publications." Many people include the category "Professional Objectives" to describe the kind of work for which they are looking.

It is important that you remember to include your Social Security number in your resumé. To get any job, you must have this number. You can get your Social Security number from the Social Security Office nearest you. It will be found in the telephone directory under "U.S. Government, Department of Health, Education, and Welfare." Social Security is a tax on your income that is paid to the U.S. Government. A portion is taken from your paycheck and a portion is paid by your employer. The major goal of Social Security is to provide an income for people over 65.

You may develop one resumé and use it in applying for a variety of jobs. You may also write a new resumé at each time you apply for a job. This allows you to stress the competencies and credentials which help you qualify best for each specific job. The next two pages are examples of relatively simple types of resumés. You may want to include more detail about specialized training or experience, references, etc.

Directions: On a separate sheet of lined paper, develop a resumé which can best suit your needs. Be sure that it clearly indicates your qualifications for your occupational preference.

R E S U M E

Kimberly Cowley
General Delivery
Prenter, WV 11111
123/456-7890

EDUCATION

Graduated June 4, 1978 from Sherman High School, Seth, WV

Grade Point Average: 3.84
Rank in Class: 5
Special Training: Bookkeeping, Shorthand, Typing

Attended Boone County Career and Technical Center, Danville, WV, 9/77-6/78

Special Training: Filing, Shorthand, Typing, Office Machines (calculator, copy machines, dictaphone, fluid duplicator, typewriter)

WORK EXPERIENCE

March 20-25, 1978

International Coal Company
Lewisburg, WV
Position: Typist (temporary, no pay)
Job Description: General office duties

September 4, 1977 - June 4, 1978

Sherman High School
Guidance Counseling Office
Position: Typist (part-time, no pay)
Job Description: General office duties, typing, errands

CAREER DEVELOPMENT ACTIVITIES

1. Member of National Honor Society
2. Member of Future Business Leaders of America (FBLA)
3. Attended FBLA Convention in Arkansas, November 1977

REFERENCES

Ms. Sharon Winkler
0000 Pioneer Drive
Charleston, WV 00000

Ms. Mary Shrader
Route 0, Box 0
Charleston, WV 00000

Ms. Nadine Dolan
Box 00
Danville, WV 00000

EXAMPLE B

RALPH SMITH
1050 ALLISON AVENUE, SOUTHWEST
ROANOKE, VIRGINIA 24015

(703)367-0538

CAREER OBJECTIVE

- A challenging, people-oriented position utilizing my expertise in areas of administrative management, public contact, and training with a unique organization specializing in services and/or products.

QUALIFICATIONS

SUPERVISION

- Supervised basic laborers on several construction sites
- Supervised other clerical and support personnel
- Managed front desk operations at international hotel franchise

PLANNING

- Developed detailed Master and Annual Plans for employment and training programs for the economically disadvantaged under the authority of the U. S. Department of Labor
- Utilized and interpretted entire Federal Register

PUBLIC RELATIONS

- Organized and conducted public meetings and planning committee meetings involving employment and training programs; provided technical assistance to subrecipients of Department of Labor grants
- As sales representative, I developed liaisons with purchasing agents and company heads
- Maintained close working relationships with Original Equipment Manufacturer (OEM) representatives as Sales Engineer; provided technical assistance to authorized dealers
- Represented company at major boat shows; organized display booths at these shows

CREATIVITY

- Developed and maintained systems specifications file for OEM accounts
- Established competitor file for marine air conditioning equipment
- Developed grievance procedures for resolving EEO complaints
- Developed affirmative action plan for subrecipients of employment and training grants
- Organized and prepared annual reports for fiscal years '79 and '80

GRAPHICS

- Prepared blueprints illustrating the design of air conditioning systems in large yachts
- Prepared visual aids and budget charts for public meetings and planning committee meetings

EDUCATION

- Bachelor of Business Administration with special emphasis in Business Management — Virginia Polytechnic Institute and State University, June 1975

EXPERIENCE

- Planner/EEO Officer — City of Roanoke — Fifth District Employment and Training Consortium, 05/79 to present:
- Sales Representative — Unijax, Inc. — 08/77 to 05/79
- Extensive travel across continental United States and Mexico—01/77 to 05/77
- Sales Engineer — Marine Development Corporation — 03/76 to 12/76
- Assistant Project Manager, ITT Multi-Housing Division — 06/75 to 10/75
- Other: earned 25% of educational expenses by working on construction during summers and by maintaining a part-time position as desk clerk (Holiday Inn — Blacksburg, Va.) during the academic years 1972 — 1975.

PERSONAL

Born: August 9, 1952
Interests: Raquetball, piano, bridge, boating, travel
Health: Excellent
References: Available upon request

ACTIVITY C

Making Employer Contacts

Introduction

In order to get a job it is necessary for you to arouse the interest of a prospective employer and then convince him or her that the investment he or she makes by paying your salary will pay off. You will need to show that you are competent to do the work and that you can be depended on to do it promptly and efficiently.

You may make contact with an employer in one or more of the following ways: by telephone interview, by letter, by application, or by employment interview. Activity C is designed to help you develop these skills which are important when seeking employment.

The Telephone Interview

Sometimes you may want to make your first inquiry about a job by making a telephone call to the employer or to someone in his or her employment department. Information which you can usually secure by such a telephone inquiry includes the nature of the work, training or experience required, hours, pay, location of the job, etc. If the job sounds interesting, you can then try to set up an appointment or arrange to send a resumé.

Role playing a telephone inquiry, with another person taking the role of the employer, may help you gain confidence and put you at ease during a real telephone inquiry. The following suggestions will be helpful to those playing the roles of applicant and employer.

Suggestions for the Applicant:

- Express your interest in the job opening to the employer.
- Try to find out more about the job.
- Briefly indicate your qualifications.
- Find out if a resumé might be sent.
- Arrange for a job interview.

Suggestions for the Employer:

- Briefly give the applicant more information about the job.
- Ask a few questions to check whether the applicant is qualified.
- Use this first contact to "screen" the applicant. If the applicant seems suited for the job, arrange for a personal interview and/or for a resumé to be sent.

Directions: Pair with another person to role play a telephone conversation. Then join another pair to form a group of four people. While one pair role plays, the other pair in the group will observe them. Read the following role playing instructions.

a. Select one of the help wanted ads you located in Activity A, or prepare a brief description of a job for which you would like to apply. You will inquire about this job when you play the applicant's role. Share the job description with the people in your group. Your partner will play the employer's role. The other two people will observe.

b. Sit back to back with your partner and role play the conversation. After the role play, tell your observers what you think went well and what went poorly. Then ask the observers to evaluate your telephone job inquiry. What was good about it? How can it be improved? Trade roles until all four members of your group have played the applicant's role and received comments from the observers.

c. Discuss the experience with your group of four.

d. Take part in a general discussion led by the instructor to evaluate the various conversations. Determine how the telephone inquiries might be improved. Establish a set of general rules to be followed when making a telephone inquiry about a job opening.

Letters of Inquiry

Another way to contact the employer is by letter. Many "Help Wanted" ads list only an address or a post office box number. Your goal in writing a letter in response to such an ad is much the same as your goal in a telephone inquiry. You want to let the employer know that you are interested in the position and you want him or her to know your qualifications. You should usually request a personal interview.

Directions: Examine the following "Help Wanted" ad and the sample letter written in response to it. Using the framed comments on the sample letter, discuss with others in your group whether or not this is a good letter. Does it include all the needed information? Can you suggest anything to improve it?

BOAT Maintenance and Outfitting for Marine Yacht Dealer. Must be experienced in all phases of yacht work. Full time, year-round position. Short resumé to P.O. Box 1305, Santa Monica.

SAMPLE LETTER OF APPLICATION

1. Establish a point of contact with employer: state how you know about the vacancy--advertisement, agency, third person, or an unsolicited letter of application. State the job you are applying for.

1035 Everett Place
Los Angeles, California 90026
June 20, 1979

Manager
P.O. Box 1305
c/o Marine Yacht Dealer
Santa Monica, California 90030

2. Arouse the employer's interest: state your education, training, experience, and qualifications.

(1)

I am writing in response to your ad for a position of Boat Maintenance and Outfitting which appeared in the Los Angeles Times on June 19, 1979.

I have worked on yachts for the past three summers. I graduated from Los Angeles City Schools technical program with a certificate in maintenance.

(2)

(3)

I have enclosed my resume and would be pleased to give you any further information you may request. May I have an interview at your convenience.

(4)

Thank you for your consideration.

Sincerely yours,

Bob Smith

3. Convince the employer: state why you think you can do the job.

Enclosure

4. Gain an interview with the employer: request an interview. Your enclosed resume will give the employer further details about you and references.

Directions: Examine the following "Want Ad" and write a letter of application for the position. Then trade letters with another person. Discuss how each letter could be improved. Be positive in your suggestions. Refrain from simply pointing out errors.

Kitchen mgr.chef needed for semi-fast food restaurant. Must be HSG and have cooking exp. Gd health, flexible sched., high energy and leadership exp. will be considered in determining selection. P.O. Box 1799, San Diego, CA. Attn: Mr. Bishop.

The Application Form

Most employers have their own application form, although the kinds of information generally required are similar. It is important that you remember the following suggestions when filling out an application for employment.

1. Carry your own pen or pencil. This will show the employer that you have come prepared.

2. All information on the application form should be completed unless certain items do not apply. If a question does not apply to you, place a short line in the answer space to show that you have not overlooked the question.

3. Neatness is an important factor. If your penmanship is poor, letter (print) the information. Make it neat and clear.

4. Have your Social Security number with you. It is almost always requested.

5. If you have trouble remembering such information as names, addresses, or dates, or if you are unsure of spelling, be sure to have such information with you. A copy of your resumé can be very helpful.

6. Be completely honest. False information on an application is a basis for later dismissal if you get the job without it being detected.

Directions: Examine the following application form. If you have any problem understanding the questions, ask your instructor to explain what is required. You may wish to fill out the form for practice, relating it to your occupational preference. You may use real or imaginary information. If you prefer not to fill it out, ask yourself if you would have any problem doing so.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

15

PERSONAL INFORMATION

DATE

NAME (LAST / FIRST / MIDDLE) SOCIAL SECURITY NUMBER

PRESENT ADDRESS (STREET / CITY / STATE)

PERMANENT ADDRESS (STREET / CITY / STATE)

PHONE NO. ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

LAST FIRST MIDDLE

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height _____ feet _____ inches

☐ Weight _____ lbs.

☐ Citizen of U.S. ____ Yes ____ No

☐ Date of Birth* _____

☐ What Foreign Languages do you speak fluently? _____ Read _____ Write _____

☐ _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EMPLOYMENT DESIRED

POSITION | DATE YOU CAN START | SALARY DESIRED

ARE YOU EMPLOYED NOW? | IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? | WHERE? | WHEN?

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

U.S. MILITARY OR NAVAL SERVICE | RANK | PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

(CONTINUED ON OTHER SIDE)

16

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? ☐ Yes ☐ No

PLEASE DESCRIBE

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED: ☐ Yes ☐ No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

The Employment Interview

The interview is frequently the most important step in getting a job. Preparation is needed for the interview and care should be taken that the first impression you make on the employer is a good one. The interview is often the best way to find out whether the job meets your needs, and it also helps the employer determine how well you should be able to perform on the job.

Before an employment interview you will probably be asked to fill out an application form, which will be given to the employer to review before you are called in.

Directions: Study the following suggestions concerning the employment interview and discuss with fellow students what you should and should not do during the interview.

Suggestions for the Employment Interview

1. Be neat, clean, and well groomed.
2. Go alone and be on time.
3. Take along a copy of your resumé to help you fill out the application form and for easy reference during the interview. Have a copy for the employer if he or she wants one.
4. Greet the employer by name (Mr. or Mrs. _____) if possible and be sure you can pronounce it correctly.
5. Remain standing until you are invited to sit, then do not slouch.
6. Speak clearly and try not to hesitate when giving information with which you should obviously be familiar.
7. Before the interview, learn as much as possible about the organization where you are seeking employment.
8. Stress your qualifications for the job and your interest in it. Try to sound confident when discussing your qualifications.
9. Be businesslike and brief. Do not discuss your problems or personal affairs unless asked.
10. Be attentive and show interest in what the employer has to say.

Directions: Prepare for and role play an employment interview by doing the following:

1. Preparing a brief job description of the job you will apply for (or select one you used in an earlier activity).

2. Complete an application form as it relates to this job (or use the one you completed earlier, if it fits this situation).

3. Form in groups of three to role play the interview. In each group, one person will play the applicant's role, one the employer's role, and one the observer's role. Change roles until everyone has been the applicant.

4. Follow the role playing instructions given below.

Role Playing the Employment Interview

Applicant's Role

Bring your job description, completed application form, and your resumé to the interview. Allow the employer time to read and review them. Your goal in the interview is to find out as much as possible about the job. You also need to know how the job relates to your values and goals. Also, you want the employer to see that you are a qualified and desirable candidate.

Employer's Role

Read the applicant's job description carefully. You will need to imagine details about the job and your company to make the situation more real. Review the applicant's application form and resumé. You want to find out if the applicant will make a good employee. Why does the applicant want the job? What are the applicant's career goals? How long does he or she plan to work in this job? Will the applicant work overtime? Is he or she responsible and punctual?

Observer's Role

Watch the interview carefully. Think of ways to improve the interview. You will be able to express your suggestions during the discussion after the role play. Take notes on main points of the discussion.

After each role play, discuss the interview from each point of view. Use the following questions as a guide.

a. Employer's point of view. What impression did you get from the applicant's application form and resumé? What did you like about the applicant? What did you dislike? Do you have enough information to decide whether to hire or not to hire the applicant? How could the interview be improved?

b. Applicant's point of view. Did you find out what you wanted to know about the job? Did you tell the employer what you wanted him or her to know? Would you accept or refuse the job if it were offered? How could the interview be improved?

c. Observer's point of view. What was your impression of the applicant? Was the applicant shy, too confident, boastful, or poised? How well did the applicant communicate with words and gestures? Did the employer and applicant get enough information from each other? What other questions should have been asked? Can they make a valid decision? Why or why not?

Throughout the discussion develop a list of "Do's" and "Don'ts" for a job interview. When the three-member groups regroup as a class, you may want to combine these lists on the chalkboard.

ACTIVITY D

Assessing Job-Holding Skills

Introduction

Before you are offered a job, the employer wants to know not only how well you can do the work but also whether you will perform well in the employment setting. Some workers who have the skills to perform their work tasks efficiently lose their jobs because they lack job-holding skills. Job-holding skills relate in general to the way an employee functions in the work setting and how well he or she gets along with fellow workers and his or her supervisors. Activity D is designed to help you identify and examine your own job-holding skills.

Evaluating Your Job-Holding Skills

Directions: Rate your job-holding skills by completing the following Job-Holding Skills Checklist.

JOB HOLDING-SKILLS CHECKLIST

Read each item carefully and place a circle around the letters of the appropriate response, using the following definitions:

VH - Very High
H - High
M - Medium
L - Low
VL - Very low

VH H M L VL 1. Punctuality (You arrive at the expected times.)

VH H M L VL 2. Attendance (You are rarely absent from work and then only because of illness or emergency.)

VH H M L VL 3. Dependability (You do what you say you will do and what is expected of you.)

VH H M L VL 4. Independence (You complete your work tasks without prodding or unnecessary supervision from others.)

VH H M L VL 5. Responsibility (You respect and protect the rights and property of others.)

VH H M L VL 6. Enthusiasm (You are interested in your work and take pride in doing your best.)

VH H M L VL 7. Personal appearance and grooming (You are as clean and neat in appearance as the type of work you do allows.)

VH H M L VL 8. Organizational skills (You have the ability to plan you work efficiently.)

VH H M L VL 9. Empathy (You are understanding of others.)

VH H M L VL 10. Social skills (You get along well with others, including coworkers and supervisors.)

VH H M L VL 11. Attentiveness (You are a good listener and are careful to follow directions accurately.)

VH H M L VL 12. Physical engergy (You can perform your work with a minimum of physical and mental fatigue.)

ASSESSING JOB-HOLDING SKILLS

Review the results of your Job-Holding Skills Checklist. List below what you consider your strongest and your weakest job-holding skills.

Strongest	Weakest
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

ACTIVITY E

Planning for Job Hunting

Introduction

Finding a job that fits your qualifications and your occupational preference is going to take knowledge, skill, a great deal of effort, and a carefully developed plan of action. In the previous activities, you have developed job-hunting knowledge and skill. Now is the time to put these skills into action.

In Activity A you learned how to find out about available jobs. In Activity B you learned how to prepare a resumé. Activity C gave you ideas on how to make employer contacts. Activity D helped you take a close look at your job-holding skills. The purpose of Activity E is to help you use what you learned in Activities A through D to develop a plan that will get you a job that fits your occupational preference.

Developing Your Job-Hunting Plan

Job hunting will be easier for you if you think through the process you will follow and then write out a step-by-step plan. This plan can then be used as a checklist as you prepare for each employer contact and as a review of what you did if you failed to get a job you applied for.

JOB-HUNTING PLAN

Directions: In the space provided below, list the steps you plan to take to become employed. Include how and where you will seek job openings. Remember to list the things you need to prepare for your contact with potential employers (resumé, social security information, addresses and telephone numbers of references, dates of prior employment, etc.